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Many procedures were utilized for checking symptoms and causes of behavior common to potential dropouts, such as failure, truancy, apathy, disinterest, poor reading, lack of adjustment, and non-participation in activities. Cumulative records, teacher observations, and counselor contacts helped to identify these students. Students were interviewed every term. Group guidance was conducted in educational, vocational, personal and social matters. Orientation and testing were given to all new students. Individual programs were adjusted where courses seemed to be the possible cause of failures and dropouts. Non-academic students were allowed to explore in shop experiences. Potential dropouts were carefully interviewed. Case conferences including teachers and counselors helped to solve individual problems. If all efforts failed to keep a student in school, follow-up conferences helped to guide the student into evening classes and employment situations. Plans are underway to initiate a work-study program to bridge the gap between school and employment.

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Regards!
Carrie Losi
Mulligan

OCT 8 1963

DROPOUTS — GUIDANCE PRACTICES FOR IMPROVING SCHOOL HOLDING POWER

ANNUAL REPORT

JULY 1963

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DIVISION OF SECONDARY EDUCATION

DEPARTMENT OF GUIDANCE

Carrie R. Losi, Director

BOARD OF EDUCATION
NEWARK, NEW JERSEY

ANNUAL REPORT

JULY 1963

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BOARD OF EDUCATION
NEWARK, NEW JERSEY

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ANNUAL REPORT
July 1963

SCOPE OF REPORT

This annual report of the Department of Guidance in the Division of Secondary Education reviews the guidance program in the Central Office in the junior and senior high schools of the public school system of Newark, New Jersey for the one-year period ending June 1963.

All areas of guidance are constantly under examination and evaluation in order to achieve improvement in each of the various phases of the program and to promote expansion of the guidance services as revealed by present and future needs of pupils. Brief accounts of accomplishments, plans and developments are presented annually.

To avoid too voluminous a document, each year, one facet of the program is highlighted for special reporting by giving it more space and attention than the other areas. Particular focus this time covers those aspects of the program that are chiefly concerned with the problems of Dropouts and Practices for Improving School Holding Power. This area has always been of deep concern to our counselors and has received special attention and effort. With the impact of the increasing numbers of out-of-school unemployed youth, with accompanying socio-economic problems, there has been a vigorous and determined effort to meet the realities of the situation and to give the best possible guidance service. Section I reports ways in which the guidance program functions within the framework of this area.

Counselors constantly seek better ways of studying students' needs and problems so that appropriate programs can be provided that will motivate students and help them grow, adjust and achieve maximum development. By integrating efforts, methods, materials and techniques for improving the emotional, social, and academic climate of the school, they utilize personnel and facilities available to full advantage. Effective practices and experiences for achieving this represent positive approaches that are designed to retain students in school as long as possible and enable them to derive greatest benefits from total school experiences. Samples of these practices are presented in Section II of this report in which junior and senior high school counselors describe their accomplishments and future plans.

Highlights of progress and developments covering activities and reports dealing with the follow-up of graduates and dropouts are presented in Section III. Tables present statistical data on these.

Status of guidance personnel is reported in Section IV. It is gratifying to note that all of our guidance counselors meet the state certification requirements for working in the field. This provides highly professional personnel for assisting students through guidance services; and for implementing basic principles and objectives of guidance in their schools.

In looking ahead to further improvements in guidance services, it is necessary to examine existing conditions and objectives carefully with a view to discovering where and how our youngsters can be served more efficiently. Such evaluation brings into focus some very urgent needs that are reported in Section V as recommendations. It is hoped that it will be possible for these changes to be realized in the immediate future.

A sampling of case studies of pupils who were helped routinely through guidance is reported in Section VI. These cases were selected because they represented students who had made a decision to drop out of school and, as a result of guidance, reconsidered and remained. Although these cases are greatly condensed, essentials are reported that reflect ways in which specially trained counselors, through informational services; orientation programs; in-service activities; individual and group counseling; testing; adjustable curriculum; specialized skills and competencies; referrals to the Board of Education and community agencies; working with parents; and by utilizing the team approach, do everything possible for the growth, development and welfare of pupils. It may be observed from these cases how different aspects of guidance services are marshalled and brought together for a concentration of help for the problems of the individual pupil. He is helped to face and overcome his problems and to gain a wholesome self-image basic for growth and adjustment. Such assistance has helped with many kinds of difficulties and problems and, in many instances, through prevention and timely assistance, averted more serious situations. It is difficult to assess how many more students would be among the failures and leavers without this guidance.

PRACTICES FOR IMPROVING SCHOOL HOLDING POWER

Self-evaluation is professionally desirable. Out of it comes professional growth and improved services to youngsters. Because of the urgency and far-reaching effects of the school dropout, and the tragic problems of out-of-school unemployed youth, guidance personnel selected this area for special study and re-evaluation last year. It was felt that renewed study and concentration of interest on these problems would have an impact on influencing and helping students to learn; to adjust; to progress; to stay in school; to mature; to understand themselves and their responsibilities; to plan realistically for the future; etc. A vigorous and strenuous program of activities in this direction led to fresh approaches and revitalized efforts for coping with problems of premature school leavers and those resistent to learning.

As data herein reported show, the guidance program continues to provide a service that is long-range and developmental in nature and that is designed to strengthen the positive aspects as well as the remedial. Aid is made available to all boys and girls with respect to their particular needs; for learning of their capacities and limitations, achieving potentialities; raising their sights and self-esteem; reaching aspirations; and making adjustments. It will be noted how students are urged to seek the highest level possible in education and training even when there are present varying degrees of problems growing out of poor attendance, lack of adjustment, misconduct, family difficulties, etc. All students, those with or without problems, need and receive help for understanding themselves, their talents, strengths and weaknesses and are assisted through counseling and a well-balanced constructive program to set up realistic goals and to prepare themselves adequately for their future responsibilities as workers and citizens in a changing technological socio-economic world. Such attention has served to motivate and retain many boys and girls in school who might otherwise have dropped out and has encouraged and influenced increasing numbers of students to aspire to higher education.

Many effective procedures were utilized for checking on symptoms and causes of behavior that are common characteristics of potential dropouts such as failures, truancies, apathy, dis-interest, absences, poor reading, dissatisfaction, lack of adjustment, non-participation in activities, family values and difficulties, etc. Cumulative records, teacher observations, counselor contacts helped to identify these students so that they could be given needed help. Following are listed some techniques and procedures used for motivating and encouraging students to stay in school until they graduate and to discourage dropouts. These respresent practices used in our schools for discovering and keeping track of potential dropouts and failures and that help students adjust to school and to achieve their potential.

1. Counselors interview every student every term to check on progress, difficulties, personal adjustment, future plans and to aid them in making selections and choices. Many potential dropouts are detected this way and through individual help and personal interest are encouraged to remain in school. Each is aided toward acquiring self-esteem and desirable goals.

2. A cumulative folder is kept for every pupil containing family background, test data, achievements, progress, problems, contacts, goals, and personality development, etc. and is used when counseling students.

3. Carefully planned group guidance activities are conducted to help with various problems dealing with educational, vocational, personal-social matters. Many topics for study are especially selected to meet needs of the low achievers and disinterested pupils to help motivate them and to impress upon them the importance of education.

4. Orientation meetings and conferences are held to help students and their parents with the problems of transition to a new school program. Efforts are made to help new students understand the school program and activities and services. They are helped to understand new responsibilities so that they can make satisfactory adjustments.

5. All students coming from out of the city and various private schools are tested and a tentative placement and schedule made based on these objective results. A cumulative folder is started for these new pupils so that all available data can be used in counseling them. Many of these do not have the early educational background of their classmates which is a handicap for meeting standards.

6. Numerous conferences are held with pupils, parents, and teachers regarding marks, absences, programs, goals, capabilities, etc. where these seem likely causes for pupil discouragement which may eventually lead to dropping out.

7. Individual programs are adjusted where subjects seem to be the possible cause of failures and dropouts. Several levels of subject matter are offered that attempt to place the individual in the level commensurate with his ability. Everything possible is done to adjust the school program to the likes and dislikes of the individual. Remedial reading and tutoring are arranged to help overcome deficiencies.

8. Much time is devoted to counseling in career requirements and qualifications, the importance of an education, the need for both short and long-range planning, etc. Career conferences are held showing need for skills and training. Educational conferences are held for disseminating information on colleges, trade and technical school programs. Interviews with successful workers are arranged.

9. Special reports are made out and interviews held for pupils who are likely to fail or who are failing, in an attempt to correct the causes for failure and to motivate pupils to improve. Remedial help is given as needed. Absences and truancy are checked to prevent these from becoming reasons for dropping out.

10. A report on each dropout is sent to the Central Office for further investigation after the school's exit interview. Each dropout is referred to the Youth Development Career Center for job testing, counseling and placement. Counselors work closely with this service to help with employment problems.

11. Special attention is given to the reasons why students fail to receive passing grades each cycle. Students are interviewed by homeroom teachers as well as grade counselors and many parent conferences are held. Steps for improvement are outlined. How to study activities are held regularly and helpful materials are distributed to students.

12. An attempt is made to schedule all students at some time to shops so that each will have experience in the different available areas. Sometimes shop, art, and music classes help retain pupils who are non-academic. Students are also encouraged to participate in some extra-curricular activities to create interest in school attendance and to give them a feeling of belonging.

13. Counselors hold "case conference" meetings with teachers of students who are not adjusting successfully in the school situation to discuss the problems involved and decide possible plan of action to help the situation. Community resources and facilities are used for referrals for additional help. This team effort is very effective.

14. Counselors follow up with guidance, students with excessive absence records or who have been reported truant. An effort is made to determine the cause and reasons for this type of behavior; encouragement given; and plans made to correct the situation. Where necessary, the psychologists and social workers are brought into the picture for a team approach to resolve any difficulties.

15. Pupils' schedules are sometimes arranged to include an additional period of a particular subject to broaden, to enrich or give additional help in a specific area. This help encourages slow learners who feel a subject is beyond them.

16. Counselors confer with teachers of sending schools to check on potential dropouts and failures so that they can pick them up immediately for guidance help. Potential leavers with ability are motivated to raise their sights and plan to go to college. Financial assistance and scholarships are discussed to make it possible. Parents are assisted in working out these problems.

17. If, after all has been tried to retain students, and they still wish to leave, an exit interview is given in which some "next steps" are discussed and they are urged to attend Central Evening High School, vocational school, public or private, and how and where to seek employment. They are always encouraged to return to school and to use the school's counseling help.

18. Central Evening High School is notified of leavers in order to arrange for a continuation of the educational program without breaking the educational sequence.

19. In-service programs are held regularly with counselors to continually study the problems of dropouts and to develop projects and plans to improve the situation in our schools. Professional experts are brought in to help understand characteristics and problems of dropouts and how teachers and counselors can help prevent early school leaving through their attitudes and classroom environment and activities.

20. As a member of the Mayor's Committee on Out-of-School Unemployed Youth, the Director serves as a liaison between the various community groups and the guidance counselors for school participation and cooperation in working on the dropout problems with both school and community groups.

21. There is a close and effective working relationship between the Central Office and the personnel and services of the Youth Development Career Center for exchange of information, records, and assistance. Many conferences and contacts give mutual help and strengthen the various city-wide programs by coordination of efforts and unified purpose.

22. The Central Office serves as a resource center for the schools and for responsible community groups for information, reports, consultation, etc. on the dropout problems. Carefully collected data and materials are made available where needed.

23. A complete and thorough record is kept for every student who drops out of school. When a student leaves school and receives the final interview with the counselor, a card is prepared and sent to the Central Office indicating reasons for dropping out, school achievement, adjustment, and future plans. These cards are summarized monthly and reports prepared which are presented to the Board of Education. Annual summaries are also prepared showing percentage of dropouts and percentage going to college and into employment.

24. Every three or four months, the Central Office, by means of a card questionnaire, does a follow-up on these dropouts in an attempt to offer them another opportunity for assistance and to check on their status. Many responses are received by mail, telephone, and in person, including parents. They receive guidance help and are encouraged and assisted to return to school and to obtain employment. They are referred to the Youth Development Center for testing and job placement. Many are ready to take advantage of a second chance.

25. Contacts are made with employer groups to open job opportunities for dropouts. As a result of this, Bamberger's started an experimental program as a "diploma squad" whereby potential dropouts are hired and kept on the job so long as they remain in school and graduate. This helps retain many potential leavers.

26. Visits are arranged to bring placement counselors into the various business and industrial organizations in the city to learn of the job opportunities available to students and to dropouts and of the job requirements so that students can be prepared for their work responsibilities. They keep informed of employment trends due to automation.

27. The latest in resource materials, information, films, programs and research data are collected and distributed to counselors for use in their schools to help with the dropout and other problems pertaining to vocational and educational needs of pupils.

28. Radio programs for WBGO, guidance projects and group guidance materials, particularly suited to our students, are prepared for use in the schools. Individual conferences are held with counselors to discuss their school's guidance services and how the dropout can be helped in practical and realistic ways. Persons and resources in the community are drawn upon for assistance with the dropout problems, both for preventive and corrective measures.

29. Visits are arranged for students to observe workers in different jobs and to speak to them, to promote interest in the occupation, and to show the demands for skills and training.

30. Reports on manpower needs and relationship of income to education are used to motivate students to acquire as much preparation as possible and to impress them with the handicaps associated with premature school leaving.

31. Plans are under way to initiate a work-study program for selected students to help bridge the gap between school and employment. By spending half day in school and half day on the job, students gain valuable knowledge, attitudes, and skills that will prepare them for constructive employment. This program will offer a strong incentive to keep students from dropping out.

I--PROGRAM DEVELOPMENT

Many worthwhile accomplishments have been achieved in the over-all functioning of guidance programs in the Newark schools during the past year. There has been steady progress in strengthening the concepts and objectives for studying and appraising needs of pupils and in developing the kind of services that best meet their individual and group needs and requirements. Through a planned program of individual and group guidance, focus is placed upon assisting students to know and to understand themselves and the realities of the world around them so that they can learn how to live and how to make a living in a constructive and satisfying way as mature, well-adjusted,wholesome individuals. Guidance effort, therefore, is constantly directed toward assisting and encouraging youngsters to make satisfactory adjustments, explore their environments, plan for adequate training, and aspire to worthwhile goals. They are assisted in appraising themselves and in making intelligent choices for progressing in educational, vocational, and personal-social settings at each of the many decision points in the educational ladder. Within the framework of individual differences, every youngster is encouraged to work towards a life-style that will be rewarding and constructive.

Awareness that guidance is for all: gifted, normal, handicapped and slow, and for all socio-economic levels, and that guidance should permeate all phases of the educational program has, in a large measure, increased and expanded guidance aid to pupils in a sound, realistic, and practical way. There is evidence of increased efficiency in discovering, identifying, and developing latent and gifted talents and of awakening the "sleeper," the reluctant learner," and the "underachiever." There has also been a concentration of effort in developing higher motivation in pupils and in helping them gain insights into the challenges and problems that surround them and in realizing their true image and potentialities.

Counselors use many techniques for working closely with teachers who are key persons in the guidance program. Through activities dealing with pupil orientation and adjustment, testing, and in-service aid, teachers are helped to understand pupils better and to participate in guidance projects that help pupils meet the challenges they face as they develop and progress through school, meeting new experiences. Teachers are helped to make use of the cumulative record folder and with interpretations of its valuable test and other data for studying the pupils in their classes so that materials and instruction can be adapted to their particular levels of ability and needs that lead to enriched programs and successful learning experiences.

Counselors also use many techniques for studying individual students. They help the school through testing, observations, and records to continually identify and appraise pupils' abilities, problems, progress and growth as a basis for providing the best possible educational program that will meet their needs for realizing goals that are in harmony with reality and with capabilities. It is reassuring for teachers, parents, and students to have professional guidance help and objective data upon which to lean when decisions must be made at the various educational crossroads that all students face as they go through school. Many failing students and those with vulnerability for dropping out of school are assisted over obstacles, rehabilitated,and helped with adjustments to school, home and community.

II--ACCOMPLISHMENTS AND FUTURE PLANS AS REPORTED BY SCHOOLS

Following are reported highlights of guidance effort that bring into focus activities and achievements of the school guidance services of the past year including special listing of practices for reducing failures and improving school holding power. These are followed by the school's projected plans for the coming year that will serve as a guide for the program:

ARTS HIGH SCHOOL

1. GENERAL: The most outstanding accomplishment this year was adjustment of the head counselor to a secondary school situation from a junior high school experience. Fitting into a program that required counseling of more than 500 students and the responsibility for the over-all program of career information, college information, placement, and other guidance services related to a progressive secondary program was quite a challenge and a necessary stage of orientation to the responsibilities of the position.

2. IMPROVING SCHOOL HOLDING POWER:

   EDUCATIONAL: We made a survey of subjects which have the greatest mortality in grades 9 - 12 to discover subject areas in which students should be helped. As a result of this, coaching classes were set up in French, Spanish, algebra, and English. Parents were contacted regarding desirable study schedule for some of the failing pupils and recommendations were made for program changes that were more appropriately related to needs of students that would discourage dropouts.

   OCCUPATIONAL: Assistance was given in placing students in fifty-six part-time jobs. This prevented many dropouts of students who had to have jobs or leave school.

   PERSONAL-SOCIAL: Many students in need of assistance were referred to community agencies for special help. We conferred with several students on problems which seemed insurmountable to them at the time and, through counseling, were helped to work out plans which they felt would enable them to stay in school.

3. PLANS FOR NEXT YEAR: Group guidance projects are planned for next year in those areas of particular interest for each grade. Projects for seniors and juniors will cover college information, processing of applications, college board examinations, Merit Test, and career information, etc. Projects for sophomores will include study habits and special coaching classes; and the freshmen will have activities dealing with orientation.

BARRINGER HIGH SCHOOL

1. GENERAL: With added emphasis upon intensive individual counseling and through expanded use of case conferences that involved all of the teachers of the potential dropout, we have been able to retain many who might otherwise have left school. Through the use of N.D.E.A. funds, the Director of Guidance secured for us sorely needed storage space in the form of a filing cabinet, bookcase and career information file. We now feel our professional and vocational files are in excellent order. Our placement counselor has made many contacts which have opened up to our students job opportunities of which we were formerly unaware and needed greatly.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: We have numerous conferences with pupils, parents, and teachers regarding marks, progress, capabilities, etc. where these seem likely causes for pupil discouragement which may eventaully lead to pupils dropping out of school. We adjust individual programs where subjects seem to be a possible cause of dropping out. We have 2 or 3 levels of subject matter and we attempt to place the individual in the level commensurate with his ability. We attempt to do whatever we can to adjust the school program to the abilities, likes, and dislikes of the pupil. We have had a homeroom program based upon the pamphlet "Why Stay in School." We have had a faculty meeting on dropouts with the Guidance Department in charge, and another with our principal in charge. We have had a bulletin board display in the main corridor that has appealed to the interests of our students.

OCCUPATIONAL: We attempt to secure part-time employment where this seems to be a way of our retaining a pupil. We have used the effective Diploma Squad program sponsored by L. Bamberger and Company to hold students in school. We work closely with the Newark Youth Career Development Center for occupational testing, counseling and placement. We spend much time in counseling for career requirements and the importance of a high school education today for employment success.

PERSONAL-SOCIAL: We check absences daily, work closely with the Bureau of Attendance, and attempt to control truancy to prevent this from becoming a reason for leaving school. We cooperate closely with the school nurse to rule out any health reasons which might contribute to a pupil becoming a dropout.

We use all possible community resources and facilities to help us to encourage pupils to remain in school. We truly leave "no stone unturned" in our attempt to hold our pupils. However, we are not always able to combat the strong pulling power of the pupils' peers, elements in the community, and sometimes even pupils' families who encourage youngsters to support themselves as soon as they can. By the time a pupil comes to high school he has firmly fixed habits and attitudes toward school. The place to begin to work with the potential dropout is in the beginning grades of the elementary school. The entire community must become involved in the solution of this tragic problem for without some assistance to the mixed-up families from which so many dropouts emerge, the school is helpless to do the task alone in spite of its tremendous efforts to do so.

3. PLANS FOR NEXT YEAR: We would plan to initiate a program in which we would have a vocational file on each student. Each of his work experiences and other pertinent data would be listed. This project is to be in conjunction with our attempt to expand our vocational guidance. We also plan an expanded homeroom group guidance program in preparation for entering our new building in September 1964 in order to effect a smooth and successful orientation to the new facilities.

CENTRAL HIGH SCHOOL

1. GENERAL: This year our teacher-counselors visited homerooms more frequently for group conferences and worked more closely with the homeroom teachers on problems of particular interest to students in their groups. This was of considerable help in motivating students to get as much education as possible.

2. IMPROVING SCHOOL HOLDING POWER:

   EDUCATIONAL: Group conferences were held in which were discussed such topics as: patterns of studies, subjects offered by the school, requirements for diplomas, planning for further schooling, developing good study habits; importance of as much education and training as possible, etc. and the handicaps of leaving school before graduation.

   OCCUPATIONAL: Representatives from business and industry talked with groups of pupils at school on occupations in their respective fields of work. Some pupils visited businesses and industries to observe actual work conditions in their area of interest. Many seniors were tested and interviewed by Youth Career Development Center for job aptitudes and for job placement. Materials on careers were displayed on bulletin boards and sent to school library for use by pupils. Values of continuing education and training are stressed in all situations to keep students motivated to graduate.

   PERSONAL-SOCIAL: Teen topics and problems pertaining to personal-social matters were discussed in group conferences and related to career success. Appropriate posters and pamphlets were displayed on bulletin boards and distributed to homerooms for students.

3. PLANS FOR NEXT YEAR: Since our school enrollment is increasing and teacher-counselors cannot spend as much time with individuals as they would like, more group guidance is planned. Projects will be developed to meet the particular interests and problems for each grade. Each grade counselor will coordinate the activities for his particular grade and work with the homeroom teachers.

EAST SIDE HIGH SCHOOL

1. GENERAL: The most notable accomplishment was a continued favorable rating by the Middle States Evaluation Committee on our over-all guidance program. We have been able to grade our pupils closer to their ability in certain classes. Annual promotion has released time so that we can now meet the needs of our pupils more thoroughly and realistically. We have emphasized that pupils should complete their high school work and to go on to higher training to meet changing needs of automation. There has been a renewed emphasis on causes for school leaving and we investigate each suggested reason for leaving more closely, trying to keep each from doing so. They are given help in finding employment.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: We attempted a better assignment of students to subject classes within ability ranges. More time was spent on counseling and on home follow-up. Counselor gave assistance to the academic program to provide for the slower learners. We had an organization of special classes based upon understanding abilities and capabilities of the pupils for realistically meeting their needs.

OCCUPATIONAL: We cooperated with prospective employers to place pupils in jobs who would otherwise leave school due to financial reasons. Cooperation with the Youth Career Development Center was very helpful on this. Military service programs were arranged to explain the service requirements with its occupational opportunities, and the desirability for a diploma to enter the services.

PERSONAL-SOCIAL: Referrals were made to outside agencies when needed for particular problems and assistance for personality development. There was encouragement of pupils to participate in sports and school social functions and extra curricular activities. Lack of such participation is a common characteristic of dropouts, as they feel left out and not part of school life. Such participation is encouraged to motivate students to want to stay in school.

3. PLANS FOR NEXT YEAR: We plan to expand our present activities and we shall strive to improve our guidance services to the pupils and the community. This will be through closer contact and more follow-up. Job placement will be receiving more emphasis and there will be increased activity in cooperation with the services of Youth Career Development Center for occupational testing and job counseling and placement.

SOUTH SIDE HIGH SCHOOL

1. GENERAL: Our most significant accomplishment has been our success in getting the faculty to recognize the guidance department as a group concerned with the educational development of our school population. Their concrete suggestions affecting curriculum, teacher-pupil relationships, etc. have contributed greatly to the effectiveness of our guidance services.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: Worked primarily with members of faculty through Faculty Council, faculty meetings, and individual consultations in areas of special information relating to educationally disadvantaged youth in general, and of attitudinal changes which would effectuate a better working relationship with students to stimulate their learning and of working toward desirable goals.

OCCUPATIONAL: With cooperation of Youth Career Development Center, we have scheduled pre-employment interviews with large numbers of students, arranged for them to receive the General Aptitude Test Battery for occupational aptitudes, and arranged for special counseling for students who were planning to leave school. We have insisted on a parent interview in each case where a student has wanted to leave school at which time every effort was made to get to the root of the problem and find some arrangement whereby the student would continue in school. In all cases where financial need was the reason, every effort was made to secure employment for these students or to work out arrangements with State Board of Child Welfare or other agencies to provide assistance to enable them to continue in school. A representative from the Youth Career Development Center was stationed in our school to work directly with potential dropouts and to assist the school in working out projects to orient students to their responsibilities in the work situation.

PERSONAL-SOCIAL: In some cases of severe personal and social maladjustment, we have worked closely with outside agencies (Mount Carmel Guild, church organizations, etc.) and with parents to secure better adjustment of the youngsters. Department of Special Education of the Board of Education provided assistance through our school social worker and school psychologist working as a team with counselor to help with special problems.

3. PLANS FOR NEXT YEAR: In cooperation with the English Department, we are planning to develop a series of practice drills with questions similar to the types that students encounter on intelligence tests, aptitude tests, college-entrance tests, etc. In the classrooms, these will be used to provide experience in test-taking so that the scores they make will more nearly represent their actual potential to lessen the handicaps from low verbal skills. In addition, we plan to continue the series of three projects with regard to training in filling out application blanks and looking for work.

VAILSBURG HIGH SCHOOL

1. GENERAL: The over-all outstanding accomplishment of the Guidance Department during the current school year was two-fold: The establishment of a full four-year high school guidance program with emphasis upon orientation and dissemination of vocational information; assistance to the college-bound in processing college applications and helping them with the many details associated with that responsibility; carrying on a counselor-counselee relationship on an individual basis which we consider to be the most important phase of the guidance program.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: During the past two years, extensive work has been carried on in the development of the curriculum for our high school. All faculty members have been thoroughly acquainted with the general goals of the Guidance Department in relationship to meeting the academic needs of the individual. As a result, where there has been evidence of difficulty on the part of the student to cope with a particular subject or pattern of studies, arrangements have been made to adjust the pattern to the needs of the individual.

OCCUPATIONAL: Occupational information has been disseminated to students through the English Department and the Business Education Department. The school library has been used as a medium of communication for acquainting students with resources for occupational information. The New Jersey State Employment Service was invited to administer the GATB to 72 members of the senior class, and to interpret the scores of these tests in relation to employment and job success. Several of the group guidance conferences were held with branches of the Armed Forces and representatives of several business organizations to impress students with the grave importance of staying in school. Three boys, on the brink of dropping out, were influenced to remain in school and are passing their year's work as a result of these programs.

PERSONAL-SOCIAL: Counseling has been very instrumental in following through on the educational and occupational projects of the Guidance Department. Personal interest shown by counselors in the individual student has been the most important prong in the three pronged program. In one case, a Case Conference was held with the teachers and the vice-principal of a potential dropout. Policy of our school is that no one, even if he is over-age, may drop out without parents' consent. In all but one case, we have had parent-student-counselor conferences before student is permitted to drop out. This has helped to prevent many potential dropouts and to bring parents closer to the school by helping to work out better home-school relationships.

3. PLANS FOR NEXT YEAR: Two projects will be very important to us next year: Thorough orientation of new freshmen; and better organization of and more carefully integrated program of vocational guidance.

WEEQUAHIC HIGH SCHOOL

1. GENERAL: Our accomplishment this year was development of an organized in-service training program with the guidance staff, placing maximum emphasis on vocational guidance. This included labor trends and manpower needs projected for 1970; the nature of the individual in his teen-age years in relationship to these factors; stages of vocational maturity of teen-agers; and the responsibilities of the guidance counselor in helping the student mature, plan educationally and vocationally, and to increase the holding power of the school. This program included speakers: the Director of Guidance, a representative from the Youth Career Development Center, and a representative from a local vocational guidance agency.

A school and community profile was produced as an aid to the college placement program. These profiles accompany student college applications and give a description of the school.

The file of college catalogues was re-evaluated and up-dated to be of more practical help to our students, and the filing system was improved to meet current needs.

Group guidance meetings with parents were held with cooperation of the principal and Guidance Department.

2. IMPROVING SCHOOL HOLDING POWER:

   EDUCATIONAL: With the cooperation of the principal and department chairmen, individual schedules were adapted to meet the special and specific needs of individual cases. Certain students were placed in situations which more adequately met their educational and vocational goals. This was done through the cooperation of the Department of Special Services. Individual counseling was given for purposes of motivation, self-understanding, and for developing a realistic approach to the problem of the world of work. Students interested in college education had opportunities to meet with college representatives to learn of the college requirements and standards. Educational opportunities are discussed with those determined to leave school and they are encouraged always to return to complete their education.

   OCCUPATIONAL: With the aid of the Youth Career Development Center and from employment personnel from local industry, we were able to get part-time employment for many students. Many of these were borderline dropout cases who remained in school because of employment. We administered mental ability tests and vocational preference inventories for vocational guidance in order to appraise abilities and potentialities. We counselled the individual on a regular basis in an effort to make him see himself and his relation to school and to work more realistically on both short and long-range levels. Need for developing skills for future occupations was stressed in terms of manpower predictions of the changing economy due to automation.

   PERSONAL-SOCIAL: Interviews were held in which the student was counselled regarding his own problem. Conferences were held with parents, teachers, administrators to get their assistance with particular students or to work out school problems dealing with personal-social situations.

3. PLANS FOR NEXT YEAR: We plan the printing of a school and community profile which can be easily handled for sending to colleges with student applications. Group guidance projects will be conducted on all grade levels for better orientation to the guidance program and the services available to students and their parents. Group guidance projects will also be conducted on all grade levels in the area of vocational guidance to help the student mature vocationally and help to increase the holding power of the school. We will also do an evaluation of the school testing program and develop an adequate test program. In-service training program will consider vocational guidance as a continuing responsibility and there will

be meetings with subject department heads for their participation. The emphasis will be on topic for the year: standardized tests, their value; types of tests; evaluation of tests; administration; interpretation; recording of results.

WEST SIDE HIGH SCHOOL

1. GENERAL: Without neglecting the obvious and routine aspects which are unquestionably vital to every guidance program, all of our guidance counselors have given unstintingly of their time to their counselees on a personal face-to-face relationship. Often this has meant working with youngsters before school and after school and during lunchtime. In some instances it has meant home visits for the head counselor. Those who have left or graduated, in many cases, those who were at school about fifteen years ago, and who have problems usually of an educational nature, are encouraged to come to the Guidance Office. Some have done so and appear to have benefited from the conferences.

   The over-all outstanding accomplishment, therefore, has been in helping as many as possible to learn about themselves and how to solve their present and future problems. Students were interviewed at least twice a term or four times a year. This and other accomplishments of the Guidance Department were possible only because of cooperation of the principal and other members of the administrative staff, the department chairmen, and the subject and homeroom teachers.

2. IMPROVING SCHOOL HOLDING POWER:

   EDUCATIONAL: Our school has many subjects which are within the range of those who are limited scholastically that prepare the students for worthwhile activities outside of school. Counselors help students (and sometimes parents) to select subjects sensibly on basis of individual needs and future goals. This is possible because of the cooperative spirit that prevails. One example of many people cooperating to solve a problem is the "Report of Pupil Whose Work is Failing." This involves the subject teacher, the homeroom teacher, the student, the principal, the chairmen, and the counselor. The nurse is particularly helpful in working with the Guidance Department when the problem is of a physical nature. For example, eye glasses might make the difference between passing or failing a subject which in turn might influence a pupil to drop out of school.

Students are encouraged to seek as much education as possible regardless of the career choice. Counselors encourage capable business students to go to college and college preparatory students to take typing; girls to elect mechanical drawing, etc. Counselors help to screen and select those who should be in Honors classes that are set up to challenge able students. The able student is also challenged by such tests as the NED, the National Merit Qualifying Scholarship Test, the PSAT, and the College Board.

OCCUPATIONAL: Whenever possible, the Guidance Department has invited speakers to talk realistically about the world of work and about schools of different types which the students may attend after graduation. There have been twenty-five such speakers this year. Because students pay particular attention to their peers, the Guidance Department invited recent graduates to come to school to talk informally about what they were doing and the importance of education. During Youth Week our students, as well as students from other schools in Newark, visited many places of work on Job Visitation Day to spend an entire day observing the career of their choice in a real life setting.

Seniors who were uncertain about their future were encouraged to take the General Aptitude Tests Battery at the Youth Career Development Center to check special abilities. About seventy-five students took the battery which is of value because it identifies strengths and weaknesses. One of the counselors organized a club, Careers Unlimited, which analyzes those aspects and qualifications of Occupations that members decide are of value in an intelligent selection of a career. Experiences from these activities enabled many disinterested youngsters to become alert to the importance of completing high school as minimum education.

Some students have been able to get part-time jobs through our Placement Office and some through their own initiative to test out their career interests. Many of the younger students are doing volunteer work. Most of these students have learned much about themselves and occupations by working. They learn that most of the jobs today, whether part-time or full-time, require a skill or training of some kind and a minimum of high school diploma to meet employer demands.

PERSONAL-SOCIAL: Counselors encouraged student participation in sports, extra-curricular activities, assembly programs, etc. as all of these are effective ways of solving problems and starting good habits and of keeping interest in school. Extensive counseling was given to many students with personal problems who requested help or who were referred. Several were referred for additional aid to the Department of Child Guidance at the Board of Education and to community agencies. Counselors worked closely with private psychiatrists, probation officers, and special agencies who were encouraged to write or visit the school to report on progress of the cases.

3. PLANS FOR NEXT YEAR: Two major projects are being contemplated for next year. There will be a Career Day. During the past year, many representatives came to school and spoke about different fields. Career Day will not supplant these group conferences, but will complement them. Career Day is used as an efficient and dramatic way of presenting vocational information to encourage further investigations and study of occupational information. There is so much vocational information today that if students are to select their vocation intelligently, all methods should be used. Career Day will help to do this.

The other major project will be to start what could be called a reading room in the guidance office. Students will be encouraged to come to the guidance office just as they are encouraged to go to the Library. They will also be allowed to take out some of the materials for a designated period of time that will help them in their future planning.

CENTRAL EVENING HIGH SCHOOL

1. GENERAL: Two over-all accomplishments stand out in our guidance program this year. One is the steady increase in the number of individual conferences which was implemented through the establishment of a system requesting counselor interviews. The other, is the close cooperation maintained between the evening high school and such agencies as the Youth Career Development Center, the N. J. Rehabilitation Commission and the other Welfare Agencies to help with special problems of individual students.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: A conference for college-bound pupils was held early in the fall term to acquaint them with college admission problems. Many admissions officers from colleges in surrounding communities were made available to these pupils. In many cases, this conference was followed by individual conferences between the head counselor and the pupil for further assistance. Many new courses of study were offered to meet the needs of the individual pupil. This trend will be continued in the fall. A reading-improvement course is being offered to help the poor readers. All attending students who showed this need were encouraged to register for it in the fall. A major music course is also being offered to increase cultural opportunities for evening school students.

OCCUPATIONAL: Individual conferences were scheduled for pupils who indicated in some way or other the need for guidance and information. Numerous occupational posters, pamphlets, etc., were distributed and exhibited in strategic places throughout the school to interest and motivate students to investigate future career opportunities.

PERSONAL-SOCIAL: A very active and effective extra-curricular program was started. Despite long working hours and responsibilities during the day, the pupils' tremendous interest and activity developed through membership in these clubs and activities were well received by the entire student body and seemed to satisfy a need for personal relationships. The clubs which were started this year and which are now flourishing are: Student Council; Glee Club; Gospel Chorus; Slide Rule Club; Future Teachers' Club; Future Engineers' Club; and Future Medical Affilitates Club. Good relationships growing out of these activities served to keep many of them in school.

3. PLANS FOR NEXT YEAR: A definite increase of attention will be given potential dropouts, especially those of 22 years of age and younger. More emphasis will be given which will involve the entire school personnel in cooperating to keep as many pupils in school as long as possible. A still greater number of parents will be called in for conferences. Referrals to and from the referral agencies for special problems will be increased wherever the need is indicated to prevent as many dropouts as possible. Continued surveilance and guidance will be given to the day school dropouts so that they might be counseled to complete their education at night school or by returning to day school.

BROADWAY JUNIOR HIGH SCHOOL

1. GENERAL: This year we continued our testing program in grades seven and eight with the Iowa Basic Skills Tests. Through our testing program we endeavored to identify early the strengths and weaknesses of each pupil for placement in classes where special help could be given. It is our belief that many potential school dropouts can be influenced to remain in school if they are identified early and given appropriate assistance and attention. Gifted children were also identified and placed in groups where they might benefit from the enriched program offered.

The individual pupil profiles prepared from the results of the Iowa Basic Skills Tests were used by the counselors as a basis for discussion with pupils and parents. This practice enabled both pupils and parents to gain insights into the academic strengths and weaknesses of each pupil. These discussions were also a basis for more realistic planning for the pupils resulting from better understanding of capabilities and potentialities.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: Orientation meetings were held with sixth grade pupils in each of our feeding schools. Teacher-counselor conferences held at this time provided some pertinent background information that was helpful in class placement. Understanding and early identification of problems enable us to provide necessary help in pupil adjustment before problems become too deep-seated and eventually lead to leaving school.

OCCUPATIONAL: In the English and Junior Business Training classes, occupational units are explored. Emphasis is placed on general requirements necessary for success in the world of work. Good habits needed for success in any occupation are stressed. Through the very nature of the broad program of the junior high school, with its clubs, shops, music programs, etc. interest is developed in broad occupational areas. We try to capitalize on individual interests and so direct youngsters into activities that will keep them in school and help prepare them for what lies ahead.

PERSONAL-SOCIAL: During the first week of school an orientation meeting is held for seventh grade pupils. At that meeting the pupils are introduced to the nurse, the librarian, and other key people in the school. Rules are explained and this orientation process continues in the social studies classes for the first two weeks of school. It is our purpose to help the new pupils know their way around the school and feel comfortable in their new surroundings. We also try through the welcoming letter sent to parents of new pupils to express the friendly point of view we have developed in our school. We also encourage parents' visits. The first P. T. A. meeting of the year was conducted by the Guidance Department to explain the high school patterns of study.

By continually emphasizing individual instruction, personal improvement and development, we are trying to keep children from leaving school before graduation.

3. PLANS FOR NEXT YEAR: We plan to complete our three-year testing program and to expand our group guidance activities. We hope that as a result of these programs we may encourage all of our pupils to remain in school and to seek as much education as possible. It is our intention to gear ninth grade group guidance programs to vocational planning.

CLINTON PLACE JUNIOR HIGH SCHOOL

1. GENERAL: Relationship of the counseling staff with the parents, students, and community agencies reached a high peak. Parents responded in large numbers to school calls for individual conferences;to meetings for pattern choices; and about their underachieving children. Referrals were made to community agencies for specialized aid and there was close cooperation between them and counselors in the interest of the student. In-service education for guidance staff included the series of films produced by Educational Testing Service on tests, interpreting them, etc. Dr. Lee Joslin of Rutgers also spoke at a faculty meeting in which Dr. Losi participated. One counselor very successfully taped interviews with students that helped staff to study and to improve counseling techniques.

As in previous years, we tested the students in feeding schools who will be entering our school in September. This enables us to place them in classes where each can gain the most, educationally, with a feeling of accomplishment and motivated to stay in school.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: Pupils who were underachieving or failing were followed up through numerous interviews with them, their parents, and with persons at any agencies that were involved. They were bolstered, encouraged, motivated, challenged, urged to remain in school. In some cases the pupil's schedules were changed to help them adjust better and develop attitudes that would lead them to stay in school and to avail themselves of the opportunities.

Group guidance in the seventh grade helped with orientation of new students. In the eighth grade, stress was placed on study hints and careful choosing of subjects for the high school pattern of studies. The ninth graders looked ahead to high school graduation and beyond it and heard numerous speakers as part of their future planning activities.

OCCUPATIONAL: Attempts were made to obtain part-time jobs where financial need was indicated. Speakers representing occupations in various fields were invited to address the ninth grade students on the themes Stay in School and How Education Pays Off. Group projects were developed for different grades for studying occupations and careers and their required education and preparation.

PERSONAL-SOCIAL: The open-door policy of the guidance department made it possible for students and their parents to feel free to discuss their problems and to be receptive to any suggestions for further counseling by an agency or the school counselor. Some homeroom group guidance programs revolved around these needs of young adolescents. The school psychologist tested and made recommendations for students who appeared to have problems more severe than those faced by the other students. Every effort is made to discover their problems so that something can be done about improving it.

3. PLANS FOR NEXT YEAR: We plan to revise and up-date our group guidance lessons so that they will be more effective in accordance with annual promotions. We also plan a study of pupils in school who get into difficulty in the community; to try to determine what factors influence these pupils that cause them to differ from those who do not have difficulties. This should help to point to ways we might motivate these pupils to do better work and to stay in school.

MADISON JUNIOR HIGH SCHOOL

1. GENERAL: Our major accomplishment this year was the initiation and development of homeroom group guidance lessons that involved all pupils and all teachers. Evaluation sheets and questionnaires revealed that both teachers and students enjoy the lessons and feel that we should have more of them. Topics were centered around present problems in the school. Among these were improving teacher-pupil relations, audience behavior, and improving grades.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: Educational projects included group guidance lessons on study habits and improving grades. Individual and group conferences were held with parents and students to make plans for the educational development of the child and for setting up future educational plans according to pupil's capacities. Letters were sent to parents informing them of failures and the need for supervising homework so the youngsters would be able to receive greatest benefits from opportunities for learning.

OCCUPATIONAL: Occupational projects included interpreting the results of the Kuder Preference Record for future vocational planning. The film "When I'm Old Enough, Goodbye", was shown to stress the importance of not quitting school. Good use was made of the WBGO careers program. Occupational literature was made available in every classroom. Dropouts were referred to the Youth Career Development Center for occupational testing, counseling, and job placement. Occupational plans were carefully outlined with those determined to leave school.

PERSONAL-SOCIAL: Personal-social activities included group guidance lessons on teacher-pupil relations and audience behavior; individual interviews; development of a club program; and appropriate guidance articles in the school newspaper.

3. PLANS FOR NEXT YEAR: Two major projects contemplated for next year are: a definite time, place, and guide in the curriculum for teaching occupations; and in-service teacher meetings in groups and individually on a scheduled basis. This is based on results of a questionnaire that indicated that students wanted to know more about occupations and that many teachers felt that the major function of the counselor is to solve discipline problems. The in-service program will attempt a clarification of counselor functions.

SEVENTH AVENUE JUNIOR HIGH SCHOOL

1. GENERAL: A satisfying accomplishment was the cooperative manner and dedication of the counselors. Because many were new to the staff, it necessitated many meetings for orientation to organize and to carry out the work. Their interest and willingness to serve compensated for the extra hours needed for planning, individual counseling, and promotion of program. As a result, good rapport between the teachers and the department developed.

The testing program for the seventh grade which served as a pilot control school for the Newark Plan experimental project at West Kinney, provided opportunities for the seventh grade counselor and teachers to evaluate the ability and achievement of the pupils which will serve as a helpful basis for next year's groupings and counseling.

Several meetings of parents were held during the year for explaining school activities and guidance functions. These meetings were important for discussion of the needs of the pupils and of the school. After these meetings many parents came voluntarily to get advice on personal problems pertaining to their children.

The all-day Career Planning Conference had seventeen different workshops attended by students. These were followed with evaluation and summary by Dr. Losi. Twenty-two different leaders representing their occupations from industry and business participated. Parents were invited to attend in order to understand the education and training necessary. Motivation for the Career Conference took the form of subject implications, of library exhibits, of guidance activities, and classroom and guidance office displays. Subject teachers discussed careers in their subject fields with pupils; and they prepared booklets in the English classes on the favorite career.

Another innovation was coordination with the work of the librarian through the Pioneer Book Club. She reported the types of books certain pupils were interested in and their reactions when she discussed the books with them. In that way, the counselors were able to get insights into some unmet needs of these pupils.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: We have scheduled remedial reading classes for the ninth grade. Speech therapy classes for those with speech difficulty helped pupils in their academic class work. Visitations were made with the counselor and vice principal to the five feeding schools where the junior high school program was explained. Individual scheduling was accomplished as far as possible rather than have them follow a set pattern in the ninth grade. This was based upon the interest and ability of the individual pupil as revealed by test data, teacher observations, and academic achievement.

OCCUPATIONAL: Vocational material has been given out to eighth and ninth grade classes based on their interests. Much free material from a variety of sources was distributed to pupils to help them to know the various occupations in order to broaden career horizons. Vocational films were shown in the assembly programs. The Youth Development Career Office sent a speaker and film "When I'm Old Enough, Good-bye," before the Career Day. The Career Planning Conference was the climax of the project at which time representatives from the professions, trades, business, and industry, came to the school to speak to our pupils on their careers.

PERSONAL-SOCIAL: Homeroom guidance projects discussed some of the disturbing problems to teen-agers on such topics as: Getting Along with your Family; How to Spend Leisure Time; Courtesy; Mind Your Manners; How to Study; Understanding Yourself; My Responsibility to My School; Proper Conduct; etc. All pupils were given a "Rate Myself" test which proved to be the most popular of the homeroom guidance lessons. It enabled students to appraise themselves and to discover which qualities and characteristics needed improving.

3. PLANS FOR NEXT YEAR: We plan to have visitations into industry and business which will give pupils opportunities to see how automation has decreased the unskilled jobs and show the necessity for remaining in school to acquire skills. We plan to continue remedial reading. A newly organized P.T.A. will help us to work with parents in a more effective way. There will be a continued emphasis on helping pupils in our school cope with their home problems; the long bus trip; or,the long walks to school; the lack of lunch money and bus tickets; and to encourage them to remain in school. We plan to have more case conferences for individual pupils with serious problems.

WEBSTER JUNIOR HIGH SCHOOL

1. GENERAL: A successful project was the reorganization of special "8-N" group of seventh and eighth grade "problem" boys to a class of "8-8" boys and girls in need of special instruction at a low-ability level. Boys were scattered to various ability groups and have made successful adjustments, for the most part. Through counseling and study of those in the "7-8" group of low ability pupils helped to place them suitably in eighth grade. Study, follow-up, and counseling of "7-1" and "8-1" groups of superior students enabled us to offer them an enriched curriculum of advanced studies to motivate them. Re-evaluation of the entire guidance program in connection with the state's accrediting committee report was made that resulted in establishing some new approaches to our problems.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: We held an orientation assembly with colored slides of the school's activities for new seventh and ninth graders to arouse enthusiasm in participation in school activities. Two assemblies were held for ninth graders with representatives from the various senior high schools, including successful former Webster students, to speak about their experiences to acquaint our students with what they may expect as they move ahead into high school. Eighth grade representatives from the four sending schools were invited to attend. Visitations were made by the head counselor to the four eighth grade sending schools and the two sixth grade elementary schools to discuss junior high school offerings and values of a suitable education. This helps to bridge the gap between sending and receiving schools

OCCUPATIONAL: The Kuder Vocational Preference Inventory was administered to ninth grade classes which was followed up with interviews to discuss individual profile charts and possible careers. Various subject teachers discussed their subject implications for possible occupations based upon knowledge and skills in their particular subjects and encouraged students with potentialities accordingly. Displays of occupational literature are placed in guidance office and the library to bring vocational information to pupils to arouse interest and to promote further investigation of occupations.

PERSONAL-SOCIAL: A coffee hour was held with parents of seventh graders to get acquainted and to emphasize the philosophy of the junior high school and its objectives and how parents can help. Meeting of parents of eighth graders was held to discuss their children's educational plans and the problems involved. Meeting was also held of ninth graders to discuss various educational opportunities offered in the senior high schools and the importance of intelligent selection of subjects to meet the requirements of the occupation or college in the future. Personal interviews with every pupil were scheduled by the grade counselor with the purpose of encouraging each to obtain suitable education for reaching his full potentiality. Frequent interviews were held by head counselor on referrals with failures, potential failures, and potential dropouts in an effort to salvage them and to plan suitable education for achieving realistic goals.

3. PLANS FOR NEXT YEAR: The ninth grade counselor will be the same grade counselor who has advised them in seventh and eighth grades, in order to continue the close relationship between the Grade Counselor and present three-year Webster pupils. This will help to strengthen the counseling for setting up realistic educational goals. All one-year ninth grade students will be counseled by an experienced part-time counselor, familiar with ninth grade procedures and problems and who can do a good orientation program with them.

WEST KINNEY JUNIOR HIGH SCHOOL

1. GENERAL: Our greatest accomplishment this year lies in the greater use of testing data and pupil performance records for placement of the individual pupil in classes which best meet and challenge individual abilities.

Achievement records of students were studied on basis of test predictions in order to make any necessary group placement changes. Many counseling sessions were held with underachievers and help was given to them in preparing time-study charts. They were encouraged to attend study sessions conducted after school. Pupil, teachers, and parent conferences were held to help the student find himself. At mid-year changes were made for a number of underachievers as well as for overachievers to provide them with appropriate challenges to their abilities and with an instructional program geared to overcome those areas of weakness identified by the testing data and their performance records. Teachers were called in and made aware of the abilities of students in their groups and encouraged to gear their classroom instructional program to abilities and provide remedial and individualized instruction when needed. For those students retarded in reading, special classes were organized under the direction of a reading specialist.

With the initiation of the experimental project, The Newark Plan, all seventh grade students were given a battery of tests: verbal and non verbal intelligence tests, reading, arithmetic and personality tests for identification and classification purposes. Regularly scheduled group guidance sessions in the English classes enabled us to interpret and relate test data to future career and educational planning. Remedial classes, tutoring, conferences with parents and cultural activities and visits to museums, galleries, symphonies, opera, theater, college campus, etc. provided rich experiences that helped motivate and elevate aspirations. Personal interest in each pupil through intensive counseling contributed greatly to the success of this program that is designed to broaden the horizons of pupils in disadvantaged neighborhoods. As the project continues, testing and evaluation will be utilized to measure values of the concentration of services to achieve full potentialities of pupils.

2. IMPROVING SCHOOL HOLDING POWER:

EDUCATIONAL: The emphasis has been to fit the curriculum to the needs of the pupil to interest him in school and to prevent his leaving. In many cases of severe frustration in academic classes schedules were individualized. Many boys who might have become dropouts were given more classes in industrial arts. This type of programming has led to the acceptance of many of these boys by our county vocational schools. Interest in the vocational schools was stimulated by a visit of pupils to Essex County Vocational School, at which time they were given an interview and a tour of the school. The girls were taken to Girls' Vocational School.

To emphasize the need for staying in school, we showed the entire ninth grade a film entitled "A Morning Comes to Johnny." This film with an all-Negro cast and produced by the National N.A.A. C.P. emphasizes the need to stay in school and prepare for the world of work in spite of handicaps.

Our ninth grade students were given an orientation to the senior high school they expect to enter by the counselor and vice-principal of those schools. The class was divided into the districts of their future schools and program and activities of those schools were discussed to prepare them for the transition to the upper school.

Those students who were identified as potential dropouts were seen frequently by the counselor and encouraged to stay in school. Information on these students is passed on to the high school counselor so there will be a continuation of the guidance and the student will not be lost.

OCCUPATIONAL: In order to raise the vocational sights of our student body to overcome the idea that a Negro has a slim chance of achieving, and to give our students an opportunity to identify with members of their race who have succeeded, we invited a number of successful Negroes to our school to speak to our students about their professions, careers, and trades. Exhibits in guidance office and library also presented successful Negro leaders, performers and athletes.

A guidance lesson on careers was developed and used by teachers in all subject areas to show the implication of their subjects to the various careers represented in their fields.

Pamphlets, books, and related material were given to eighth grade groups who were investigating and writing reports on careers in which they were interested.

Instruction on how to write a letter of application, and how to fill out an application blank, and their relationship to employment, was given to all ninth grade students. The underlying theme in all the above activities was the need to stay in school for acquiring essential information and skills and the financial and personal satisfaction which is the reward for doing so.

PERSONAL-SOCIAL: Each new entering seventh grade student is given the Mooney Problem Check List to help discover those in need of immediate counseling. The counselor in his individual interviews with the pupil uses this check list to discuss any problems in personal-social development and to give assistance as needed in overcoming them.

Teachers very often refer students who might have a personal or emotional problem to the counselor for assistance and for continued counseling of a more intensive nature. When more highly specialized help is indicated, referrals are made to services of the Board of Education and to community agencies. The counselor has the role of coordinator for all such assistance and maintains suitable data in the cumulative folder for sustained counseling.

Group guidance is given in such areas as manners, courtesy, personality development, good grooming, making friends, etc. Our counselors hold class meetings frequently to discuss current problems or subjects of interest to the entire class pertaining to adolescent problems of adjustment, growing up and future planning.

3. PLANS FOR NEXT YEAR: Next year we plan to expand our program in vocational guidance by bringing in more resource people in the professional, semi professional, and trade areas to broaden occupational horizons of our pupils. We also plan to develop greater rapport with the homes of our students by inviting the parents of the various class groups to come in and discuss problems about their children and how the home can help. From time to time we plan to invite various community agencies to our school so that we can become better acquainted with their services and acquaint them with our expermental program of study, The Newark Plan.

This program, completing its first year with the seventh grade, has proved very successful and will continue with some modifications with the new entering seventh grade class. Basically, this program allows more counseling time and more remedial help. It also devotes considerable time to cultural trips and activities to enrich the educational and social backgrounds of the pupils.

III--FOLLOW-UP

Follow-up of our high school graduates and dropouts has always been of vital concern to us in guidance, for in a way, the success of our placement of youngsters in jobs, in colleges, and in training programs, provides a tangible means of measuring the success of our educational and guidance program to them. We examine these placements very closely for clues and for suggestions for improving guidance services and the curriculum for students still in school; and for ways in which further assistance can be offered to those who have either graduated or left. Our regret is that because of insufficient time and personnel that we cannot do more in utilizing this method of evaluation to obtain data that have implications for studying and improving existing school programs and for meeting the complex problems of high school youth. Following are summaries reporting this phase of our guidance activity for both high school graduates and school leavers.

A--FOLLOW-UP OF GRADUATES

Each senior high school participates in the annual follow-up program of the State Department of Education in which a report is made on the post high school status of graduates of the preceding year. By means of a questionnaire, information is obtained on those attending higher institutions of learning, amounts of scholarships received, and those who go into employment or the armed services. These follow-up studies enable each school to check on the status and success of its graduates and to evaluate its particular program and its curriculum offerings. They provide counselors with helpful data for examining the effectiveness of guidance services and for counseling students still in school. Their concerted efforts enable more students to aspire to higher education and to earn more scholarships each year. Many of these represent capable students who might not otherwise have gone to college and in some instances, students who might have left school before graduation.

Follow-up of last year's graduating classes brought in a 96% return on the questionnaires sent to the 2230 graduates from our seven senior high schools. (Vailsburg High School has not yet graduated a class.) Of these, city-wide, approximately 39% were attending collegiate institutions; 48% were gainfully employed; and 4% were in the armed services. Scholarships amounting to $457,736.00 made it possible for 208 graduates to attend college, who, without such aid, would not be able to enjoy the benefits of higher education. Newark compares very favorably with other communities of like size on each of these items reporting the status of our high school graduates.

FOLLOW-UP OF HIGH SCHOOL GRADUATES
CLASSES JANUARY AND JUNE 1962

(Based on Annual Survey for N. J. State Department of Education)

SR. HIGH SCHOOL	NO. OF GRADUATES	PER CENT OF RETURNS	PER CENT TO HIGHER EDUCATION	PER CENT INTO EMPLOYMENT
Arts	158	98	54	37
Barringer	353	95	46	38
Central	286	91	10	68
East Side	289	99	21	61
South Side	234	95	23	42
Weequahic	556	97	64	30
West Side	354	96	31	55
TOTALS	2,230	96%	39%	48%

SR. HIGH SCHOOL	AMOUNT OF SCHOLARSHIPS		ARMED SERVICES	
	OFFERED	ACCEPTED	NO. OF STUDENTS	PER CENT
Arts	$43,752.00	$43,752.00	2	1
Barringer	44,560.00	44,560.00	12	3
Central	27,700.00	27,700.00	16	6
East Side	21,900.00	21,900.00	16	6
South Side	20,000.00	16,400.00	12	5
Weequahic	237,899.00	183,149.00	13	2
West Side	61,925.00	61,925.00	19	5
TOTALS	$ 457,736.00	$ 399,386.00	90	4%

Average percentage of returns on questionnaires	96%
Average percentage going to college	39%
Average percentage going into employment	48%
Average percentage going into armed services	4%
Number of Students winning scholarships	208
Total amount of scholarships offered	$457,736.00
Total amount of scholarships accepted	$399,386.00

B--FOLLOW-UP OF DROPOUTS

FROM PRESIDENT KENNEDY'S MESSAGE TO YOUTH:

> "In the light of our national need for a better prepared work force, it is tragic, indeed, to be reminded of the estimate that seven and one-half million boys and girls will fail to complete high school during the decade of the 1960's, unless we, as a nation, take positive steps to prevent it. This situation is tragic, not only because it represents a great loss to our society in undeveloped talent and potential, but also because the outlook for these young people is black, indeed."
>
> "There is no doubt that anyone without a high school diploma has a hard time finding a job today, and will have an even harder time in the years ahead as jobs require an even higher degree of skill and training to perform."
>
> "Parents, teachers, counselors, clergy, and any other adults who have an opportunity to influence the direction of young people --please join me today in this urgent task of persuading our young people to equip themselves to the utmost of their potential."

This serious concern of President Kennedy relative to the dropout problem of our youth and its influence on the economy and progress of our nation has also been of deep concern to our guidance personnel. For more than twenty years, Newark has directed much effort toward studying the dropout problems and in alleviating the conditions that contribute to premature school leaving. For example, an intensive study of dropouts in the early 1940's pin-pointed the need for a more flexible curriculum and for individual counseling. This led to the organization of our present secondary school guidance program and to our adoption of the single curriculum program of studies focusing on the individualized pattern of study that is tailor-made to suit the particular capacities and potentialities of each student. These changes have helped to retain many of our youth; however, we realize that even greater effort and resourcefulness are needed to meet the difficult existing situation and to resolve some of the constantly emerging problems.

Many projects and programs have been developed and are in the process of materializing in each of our schools, giving remedial help and working within the framework of prevention, to retain students and to motivate them to learning. This has been increasingly difficult with the increase in population mobility and with the greater complexity of student problems. It has been possible, however, to keep the dropout rate from rising to a degree commensurate with this increase in problems through programs in remedial reading; curriculum revision, experimental projects for culturally disadvantaged students; research in cooperation with Rutgers University; accelerated guidance services, etc. At West Kinney Junior High School, for example, under the Newark Plan of Expanded Opportunities, all entering seventh graders were given a saturation of instructional, administrative, cultural, therapeutic, and guidance services designed to motivate them to want to learn, to enrich their lives and to raise their educational and vocational sights. (Further information on this is available from West Kinney Junior High.)

Comprehenisve testing and intensive counseling, basic to this program, will enable us to learn more about characteristics of dropouts as compared to graduates and, particularly, the extent to which this concentration of services actually can help reduce dropouts and provide adequate preparation for the post high school placements of the students involved. Hopefully, we are looking to this project for new insights and some sound approaches to retaining students in school and helping them develop positive self-concepts so that they may realize their utmost potential and fulfill their aspirations.

Guidance personnel have participated in many projects, conferences and studies with local, civic, and business groups, and with state and federal officials who are genuinely interested and actively engaged in searching for data and for solutions related to various aspects of the dropout problem. An illustration of this joint responsibility is the creation and effective development of the Diploma Squad by L. Bamberger's Store in cooperation with guidance counselors. Selected potential dropouts are placed in newly opened jobs which they may hold only so long as they remain in school. If they leave school, they are fired. This is strong incentive for keeping them in school until graduation, and it works.

Counselors have enthusiastically accepted the challenge and opportunity to join hands with the United States and the New Jersey State Departments of Labor to probe deeply into the problems of school leavers and to develop programs for their training, testing, upgrading, and successful occupational placement. This has materialized through the federal research project of the Department of Labor for developing workable techniques for aiding out-of-school unemployed youth including: testing, counseling, developing basic skills, and job placement. As part of this project, labeled Youth Career Development Program, several placement centers in neighborhoods around the city have been established to counsel out-of-school youth and to help them acquire necessary occupational and social skills that will equip them to be productive in the labor market. Staff members have also been placed in South Side and Central Evening High Schools for a more personal and direct application of their placement services. This may include such elementary things as dress, grooming, manners, speech, how to fill out application blanks, how to handle the interview, responsibility to the job and employer, etc. Youth who are reluctant to go to the central employment office, or who may still be in school, are more easily attracted and more readily served by the location of the employment center in the home neighborhood. Counselors are working closely with personnel at these centers, making available cumulative records, valuable data, and knowledge that the schools may have about the young people seeking the service. We are grateful for the help possible from this experimental project that has opened new doors for employment of our hard to place youngsters. This is sorely needed to help improve the social and economic climate of our densely populated, under-privileged areas where employment of youth is a serious problem that can lead to "social dynamite." It is hoped that experiences gained from this project will pinpoint desirable practices that other communities around the country may adapt to their local situations for combating similar problems.

A primary concern of our counselors is to put forth every effort to decrease the number of students who decide to leave school before graduation by continually strengthening the preventive program and by working intensively with borderline and hard-core cases. These are checked closely for such characteristics and symptoms that can uncover students with vulnerability to quitting school. Techniques for identifying, motivating, and counseling these youngsters are well defined and have been used effectively (reported on pages 3 - 7) for retaining many in school who otherwise might have left.

Dropouts join the group of young workers who are difficult to absorb in the labor market because they lack basic education and salable skills to satisfy the minimum requirements for meeting the occupational demands brought about by fast moving technology and automation. Those students who have graduated from high school and who have some skill or ability and who make a good impression, both personality and dress-wise, have no difficulty in finding employers; but where a student has a pattern in school of no special skill, no serious-minded purpose or interest, poor achievement, poor reading, weak personality traits, poor attendance, undesirable attitudes and work habits, then jobs and employers are hard to find. Even when we do succeed in getting job opportunities for this group, they just do not measure up. They can't meet the competition, the discipline and demands of industry because they are either unable or unwilling. They are the so-called hard-to-place youth who still have difficulty adjusting to life situations whether they are in school or out of school. They do not suddenly change personal characteristics and patterns of behavior and become mature, self-reliant, motivated, ambitious individuals just because they turned 16 and are out in the labor market. They continue to demonstrate the same qualities and weaknesses that handicapped them in school. They are difficult to motivate. They and their parents place very little value upon education. Long before these youngsters express desire to leave school they have already left, psychologically, and are just marking time til their sixteenth birthday. They are the ones who do not respond to the many different attempts to aid them along the way. More fact-find and research are needed to find out just what makes these individuals tick and what new approaches and resources are needed in our schools and community to provide the kinds of educational programs and services that will upgrade and motivate them to stay in school until they develop basic skills and personal and social qualities that can guarantee them employment and dignified living. Help in bridging the gap to the simplest job is essential. Guidance should be available to this group even when they are out of school.

Before permitting the potential dropout to leave school, counselors give them intensive exit interviews to check on their reasons for withdrawing and to help them outline future plans that include some form of further training. They help them study existing opportunities for employment and the qualifications for hiring workers and for success on the job. Comparison of this with qualifications that the student has to offer very obviously points out the lack of adequate skills to meet employer requirements and the need for more preparation. The door to return to school is always left open. They are encouraged to return at any time for counseling and to resume their high school studies so that they can acquire basic skills for productive employment. Training opportunities at Central Evening High School, the vocational schools, and other programs are also discussed. They are assisted, where possible, to obtain work and referred to the New Jersey Youth Career Development Center for further occupational testing, counseling, and job placement. For most of these, however, there are no jobs available since they have no skills to offer.

At this interview, school records of potential leavers are carefully studied and they are strongly urged to reconsider their decision and to remain to graduate. Many of them do, and oftentimes, adjustments are made in the curriculum and school environment to encourage such retention. Too often, however, all efforts to keep these youngsters in school are to no avail. They are unhappy in school and unsuccessful. They cannot adjust either academically or socially and do not respond to the help and opportunities available to them. A recent study of out-of-school unemployed youth in the Newark area revealed that the majority of them had resided in Newark only one or two years and that they were deficient in basic skills that handicap them in school work. These students have not enjoyed the benefits of the kind of educational and guidance programs that are characteristic of our school system. Consequently, they are at a disadvantage and so are prone to leave after a brief stay, because they feel that they cannot fit in or measure up.

Upon termination of this interview, exit cards reporting essential data on the student's situation and reason for leaving are filed in the Central Guidance Office and used for subsequent follow-up study and offers of additional help. These exit cards furnish data for preparing summaries that report numbers of dropouts, their status, and reasons for leaving, as shown on the following charts. Last year the dropout rate was nine per cent for our junior and senior high schools for the one-year period. This percentage might well be higher if it kept pace with the mounting problems inherent in the existing socio-economic conditions.

After some floundering aimlessly, many realize that their reasons for leaving were rather weak and that they cannot expect to find or hold jobs without the minimum of a high school diploma. After a trial at unskilled work, if they are lucky enough to get a job, or unemployment, as is more often the case, because jobs are scarce for this type of student, they are psychologically ready and more receptive to counseling and to desirability of returning to school for further education. Analysis of reasons for dropping out show that their thinking is hazy, immature, and unrealistic.

Their stated reasons are often not the true ones. We find that there is not a clear-cut single reason but a combination of negative attitudes and excuses for failure and there are multiple causes that lead to their decision to leave. Counselors probe beneath the surface to help them gain insights into their motives and problems and outline realistic plans for for future action. Where needed, referrals are made to community resources for special aid.

As a means of studying further the adjustment problems, personal characteristics, and reasons for leaving, presented by these dropouts, the Guidance Department has established a system of follow-up on their status and experiences at various intervals. To the degree possible, with limited personnel, the Central Office uses the school interview exit cards to contact the home of those who dropped out, to inquire into their status, and to give whatever assistance is possible. A double post card is sent to all those who drop out during the year. This is filled in by the dropout and returned, indicating his experiences since leaving school, employment, schooling, and if they wish some assistance. Data available from such study enable the school to develop preventive measures for those still in school and to again offer help to those who have left. The Central Office is besieged with calls for help by many of these dropouts as soon as they receive the cards, and guidance help is extended to them. Most want jobs, which are not available, and they do not have the qualifications and skills for the jobs that are open. They are encouraged to re-enter school to prepare themselves adequately for desirable employment. Many are thus awakened and re-established in educational programs. They are referred to services of the Youth Career Development Center, that are part of the federal project for helping out-of-school youth find employment, and to acquire skills demanded by the labor market. This has been of great help in taking over where school contacts leave off in trying to maintain some form of constructive influence on them.

Experience with this follow-up effort shows that these dropouts are eager for help and their responses are enthusiastic about the interest of school persons in their welfare, even though they are out of school. Parents, particularly, are grateful for these contacts, and often come in with their children for personal conferences and help. Many of these dropouts are thereby salvaged and re-established in school programs and, where possible, are helped to get jobs. Because of population mobility, it is difficult to reach all of these youngsters who leave no forwarding addresses and who are in great need of some help. Some of their requests for help and for jobs are very desperate, indeed. More personnel should be assigned to the Central Office to render this group of out-of-school youth sorely needed counseling. With the assignment of an Assistant to the Director, it will be possible to do a more satisfactory job on help and follow-up of the dropout and on the prevention and cure as well. Recommendations from federal and state bureaus dealing with youth delinquency and problems urge that local communities make provision for establishing more intensive guidance services for this forgotten segment of our young population. The following charts show the number of these youngsters who left school during the year and their status at time of leaving.

SUMMARY

CENTRAL OFFICE REPORT OF DROPOUTS

(Based on Exit Cards from Junior and Senior High Schools)
September 1962 - June 1963

Status by Month

Month	Number on Roll	NUMBER OF DROPOUTS			STATUS AT TIME OF LEAVING								
		Total	Volun-tary	In-volun-tary	Employed	Seeking Employment	Private School	State Institution	Illness	Marriage	Armed Forces	Deceased	
1962 September*	18,857	319	262	57	5	216	3	8	31	4	2	1	4
October	18,756	138	93	45	13	49	-	4	29	2	2	-	3
November	18,591	136	90	46	12	73	1	4	24	4	1	1	1
December	18,441	106	79	27	6	63	-	6	23	2	-	-	[illegible]
1963 January	18,262	180	135	45	9	124	2	7	22	8	5	-	[illegible]
TOTAL- 1st Term	-	879	659	220	45	525	6	29	129	20	10	2	11
February	17,766	144	80	64	3	90	3	5	36	1	2	-	4
March	17,617	153	101	52	5	103	-	7	29	5	4	-	-
April	17,457	112	78	34	3	77	5	3	17	2	5	-	-
May	17,337	150	105	45	3	99	1	9	28	5	4	-	1
June	17,337	57	20	37	-	24	-	3	25	2	1	1	1
TOTAL - 2nd Term	-	616	384	232	14	393	9	27	135	15	16	1	6
GRAND TOTAL	-	1,495	1,043	452	59	918	15	56	264	35	26	3	119

*Includes Summer Dropouts

CENTRAL OFFICE REPORT OF REASONS FOR DROPOUTS

(Based on Exit Cards from Junior and Senior High Schools)
In Many Instances More Than One Reason is Given
September 1962 - June 1963

SCHOOL	Action of Principal	Administrative Action	Absence (Excessive)	Armed Forces	Can't Locate	Deceased	Employed	ILLNESS		Home Conditions	Lack of Adjustment	Lack of Interest	Language Difficulty	Marriage	Moved	Private School	Seeking Employment	Special Working Papers	Speech Difficulty	State Institution	SUBJ.FAILURE			Truancy
								Personal	Other												Lack of AcademicAbility	Lack of Adjustment	Lack of Interest	
Sr.High																								
Arts	-	-	-	1	-	-	1	1	1	5	1	8	-	1	-	1	13	4	-	-	-	3	10	-
Barringer	5	1	5	2	1	-	10	-	11	1	10	1	-	1	1	1	59	3	-	-	30	1	45	2
Central	-	-	2	2	10	-	4	47	12	3	12	89	-	9	22	-	208	17	-	6	-	-	1	16
East Side	5	-	3	7	2	-	9	8	7	12	-	65	1	3	9	3	157	13	2	3	-	-	6	-
South Side	4	5	-	6	6	-	-	52	6	6	49	23	-	8	6	2	176	13	-	15	12	7	21	1
Vailsburg	3	-	-	-	-	-	8	-	3	-	6	5	-	1	-	-	22	6	-	-	10	7	15	-
Weequahic	-	-	1	3	1	1	12	7	10	2	13	7	1	4	-	2	35	6	-	1	1	2	6	-
West Side	7	1	7	4	3			15	7	7	10	16	1	6	1	5	105	15	-	7	20	-	32	1
TOTAL-SR. HIGH	24	7	18	25	23	1	44	130	57	36	101	214	3	33	39	14	775	77	2	32	73	20	136	20
Jr.High																								
Broadway	-	-	-	-	-	-	3	2	1	1	2	3	-	1	-	-	14	6	-	5	-	-	-	1
Clinton Place	-	-	-	-	-	2	4	20	4	2	2	-	-	-	1	1	21	12	-	15	-	1	5	1
Madison	-	-	-	-	-	-	1	3	2	1	4	2	-	-	-	-	10	7	-	1	1	-	4	-
Seventh Ave.	-	2	-	-	1	-	1	11	1	2	5	3	-	-	-	-	21	13	-	2	18	3	11	5
Webster	-	-	8	1	1	-	3	5	3	-	20	-	2	-	-	-	34	19	2	1	14	8	29	4
West Kinney	4	-	-	-	8	-	3	25	-	1	26	1	2	1	3	-	43	16	-	-	13	3	17	1
TOTAL-JR. HIGH	4	2	8	1	10	2	15	66	11	7	59	9	4	2	4	1	143	73	2	24	46	15	66	12
GRAND TOTAL	28	9	26	26	33	3	59	196	68	43	160	223	7	35	43	15	918	150	4	56	119	35	202	32

DROPOUTS BY GRADES--MONTHLY SUMMARY
Based on School Exit Cards

Junior and Senior High Schools

September 1962 - June 30, 1963

Months	Enrollment	Number of Dropouts by Grades						Total
		12th	11th	10th	9th	8th	7th	
Summer and Sept. 1962	18,857	41	52	115	90	13	8	319
October	18,756	12	35	39	39	11	2	138
November	18,591	11	30	38	45	8	4	136
December	18,441	11	17	35	34	7	2	106
1963 January	18,262	18	45	63	43	3	8	180
Total- 1st Term	-	93	179	290	251	42	24	879
February	17,766	14	27	47	40	15	1	144
March	17,617	16	29	46	44	12	6	153
April	17,457	10	24	32	34	8	4	112
May	17,337	9	38	67	24	10	2	150
June 1*	17,337	4	13	16	18	4	2	57
Total- 2nd Term	-	53	131	208	160	49	15	616
Grand Total	-	146	310	498	411	91	39	1,495

*Applies to enrollment figure only.

IV--PERSONNEL

As resource persons, counselors render the school staff valuable service that aids instruction by gathering, interpreting and disseminating information about individual pupils; information about college; occupations; labor and manpower needs and trends; and the school community. They help teachers understand pupils in their classes, as individuals, so that instruction can be geared to their levels of learning. Working with referral cases in need of special attention helps to develop a climate that is favorable for learning and maturing. Their relations with community groups, employers, and schools of higher learning are constant sources of aid as they help to bring students in contact with persons, schools, and employers that can help satisfy a need for avoiding difficulties and for opening doors to schools, colleges and careers.

Through cooperation and integration of their work with teachers and administrators and through application of their competencies, specialized skills, experience and professional know-how, counselors contribute richly to the school program and to the growth and development of pupils.

A--Head Counselors

Last year there were fifteen professional full-time guidance counselors and 111 part-time teacher counselors assigned to secondary school guidance. New appointments made from the head counselor list included: Anne Mazeika to West Side; Israel Tumin to South Side; Alfonso DeLuca to West Kinney Junior High; Lenore Adubato to Central Evening High. Delphine Perugine was transferred to Weequahic High and Mrs. Tina Bohannon was transferred to Arts High. Mrs. Edith Wasserburger and Mrs. Hortense Tate were assigned, respectively, as Acting Head Counselors to Clinton Place and Seventh Avenue Junior High Schools. All counselors meet state certification requirements.

One head counselor in each junior and senior high school coordinates the guidance program in his school and functions school-wide in cooperation with the entire staff, to study and meet guidance needs of all pupils. In-service programs with the faculty are conducted to integrate and use all interests, abilities, talents, and skills available on the school staff. As liaison officers, counselors work with community personnel and agencies for referrals of cases and for utilizing them in school activities. They administer and interpret tests, acquire valuable data, provide informational services, and maintain an active pupil-inventory by recording and disseminating information contained in the cumulative folders. They also assist teachers by providing vocational, educational, and personal-social resource materials; in-service; visual and other aids.

Head counselors are assisted by part-time teacher-counselors so that the objective can be achieved of giving every pupil an individual interview and to round out the over-all program with needed group guidance activities. Special Placement and College counselors assist them with problems dealing with higher education and employment. Counselors keep in mind the developmental nature of guidance and that it is an on-going and continuing process that recognizes and observes the dynamics of individual differences in all areas of growth and development as it is reflected in decision-making, in pupil progress and in outling future plans. Through their efforts, the school program is individualized for the pupil so that each may achieve optimum benefits from school opportunities and experiences.

Head counselor staff for 1962-1963 in junior and senior high schools included:

Senior High Schools	
Arts	Mrs. T. Bohannon
Barringer	Mr. J. W. Vogel
Central	Miss M. Devonald
East Side	Mr. W. Scott
South Side	Mr. I. Tumin
Vailsburg	Miss E. McHugh
Weequahic	Miss D. Perugine
West Side	Miss A. Mazeika
Central Evening	Miss L. Adubato

Junior High Schools	
Broadway	Mrs. A. Byrne
Clinton Place	Mrs.E.Wasserburger, (Acting)
Madison	Mrs. G. Doswell
Seventh Avenue	Mrs. H. Tate(Acting)
Webster	Mrs. F. Baxter
West Kinney	Mr. A. DeLuca

Dr. Carrie R. Losi, Director

B--Part-Time Teacher Counselors

For the current year, there was a total of 111 Teacher Counselors: 101 Grade Counselors; 6 Placement Counselors; and 4 College Counselors. These were teacher-counselors devoting part-time to guidance duties. They were assigned by principals in the various junior and senior high schools to assist head counselors in servicing the guidance needs of their pupils. They hold either a minor or provisional state counselor's certificate and are primarily concerned with individual counseling and conducting group projects for the grade and level of their counselees. These part-time counselors were relieved of one or two instruction periods per day to devote time to their special guidance responsibilities. Because of pressure of duties last year, part-time counselors gave over 87 volunteer periods which was necessary to meet the demands of performing their guidance duties. There is urgent need to improve the pupil-counselor ratio for more effective counseling in all areas of growth, progress, and development; and in order to adequately maintain complete cumulative records. A good guidance program requires sufficient time to perfirm essential tasks. The pupil-counselor ratio should be further reduced to achieve this.

College Counselors assist students with problems related to learning about higher educational opportunities, how to choose wisely, and how to gain admission to suitable and appropriate programs. They maintain extensive files and collections of directories, literature, and catalogues; and hold numerous interviews and meetings with students and parents assisting them with the various steps in the process of broadening educational horizons and obtaining desirable college placements. Meetings with admissions personnel and campus visits help to orient prospective college students with basic information and how to make applications, etc. Data concerning scholarships and financial aid are disseminated and made available where needed. Last year, 39 per cent of our high school graduates were attending colleges with over $400,000. in scholarship aid.

In-service programs are planned and conducted to help orient part-time counselors and teachers to understand and to exercise their guidance responsibilities in order to make the most fruitful use of their contributions and efforts in the over-all guidance program. Conferences, meetings, and workshops on high professional levels contribute greatly to increasing the efficiency of guidance personnel and to assure greatest possible returns and values from school time and personnel devoted to guidance functions. Representatives from community agencies, industry and colleges as well as officials from the county, state, and U. S. Education Departments are invited to participate in these activities. Visits into institutions, schools, and agencies serve to broaden the horizons of counselors and to enrich their experiences. A city-wide guidance workshop for part-time counselors and a newly prepared series of radio programs that were initiated by head counselors contributed greatly to our in-service program.

The general practice of assigning part-time counselors to assist head counselors in junior and senior high schools on a one-per-500 pupil basis has continued. Guidance periods are assigned on a basis of one released teaching period for each 100 pupils. This minimum counselor-pupil ratio of one hundred per period daily is not sufficient to take care of pupil guidance needs. The more students become aware of guidance help available to them, the more they make demands on counselor time. In nearly every case, it is necessary for counselors to volunteer unassigned periods and to use time before and after school and during lunch periods to carry their load of counselees properly. The increase in problems growing out of social and economic situations of our mobile population require more guidance and counseling.

The N. E. A. and national authorities in the fields of education and guidance recommend that ratios should not exceed 200 in senior high; 300 in junior high; and 500 in elementary schools and that time assigned to discipline activities should not be regarded as part of the counseling ratio. Our own State Department, Trenton, New Jersey, in Bulletin B663 "High School Organization in New Jersey," recommends "ONE COUNSELOR TO EACH THREE HUNDRED PUPILS." There is increasing need for more counseling time in our schools. Counselors are hard-pressed to meet the demands placed upon them. The Conant report on the Secondary School, which has gained national prominence, recommends a ratio 250-300. Newark is considerably below this desirable ratio and should take steps to improve the situation by allowing more time for counseling individual pupils. Such help is especially vital for reducing dropouts.

PART-TIME TEACHER COUNSELOR STAFF
(Includes Placement Counselors and College Counselors)

Senior High Schools

ARTS HIGH (1)
Ruth G. Abos

BARRINGER HIGH (6)
Mildred Ferrara
Madeline Jannone
Gertrude Kingsley
Hilton Otera
Marguerite McLaughlin
Marvin Shlofnitz

CENTRAL HIGH (9)
Robert D. Brown
Sylvia Cohn
Michael Cuozzo
Mario Del Favero
Salvatore Grimaldi
Sam Natarazzo
Joseph Ram
Mary Rybkiewicz
John A. Thomas

EAST SIDE HIGH (10)
Sidney Flamm
Esta Reicher
Mrs. Laura Schefter
Maybelle Lynch
Bernard Hailpern
Angelo Rosamilia
Lawrence Block
Mrs. Virginia Lepore
Dr. Milton Kessler
Jessica Crummy

SOUTH SIDE HIGH (10)
Mildred Black
Mrs. D. Blumenthal
Norman Cotter
Sol Gleicher
Kath. Johnston
Edward Kessler
Mrs. Helen Kissner
Mrs. Mary McCormick
Sara Ostroff
Mrs. Rose Simon

VAILSBURG HIGH (8)
Eugene Foley
John W. Groome
John Hedstrom
Frank Hill
Esther Norton
Carmen Villani
Henry Yam
Eleanor Zarin

WEEQUAHIC HIGH (9)
Mrs. Ann Block
Mrs. Eugenia Chosney
Joseph Gruber
Miriam Hample
Mrs. Hannah Litzky
Mrs. Lillian Margulies
Joseph Nerenberg
Clarence Seltzer
Mrs. Jennie Twardus

WEST SIDE HIGH (10)
William Herron
Charles Hartmann
Alice Norton
Eleanor Korfmann
Robert Litt
Herman Kapner
Irving Friedman
Frances Kaplan
Vincent Adessa
Lillian Iago

Junior High Schools

BROADWAY JUNIOR HIGH (6)

Ruth Brown
Ruth Brownlee
Daniel Feldberg
Mary Lyons
Nina Randeri
Frank Tampany

CLINTON PLACE JUNIOR HIGH (9)

Lloyd Adler
William Brown
James Fetten
Anthony Fiordaliso
Philip Gold
Helen Klayman
Bessie Morize
Philip Weil
Richard Testa

MADISON JUNIOR HIGH (2)

Doris Epstein
Carl Brenner

SEVENTH AVENUE JUNIOR HIGH (5)

Stephen Adubato
Louis A. Freda
Paul A. Meadows
M. Odell Sands
Jack Soroka

WEBSTER JUNIOR HIGH (5)

Elizabeth Kennedy
Anthony Sbrocco
Joseph Patrick
Joseph Clarizio
Jerome Mac Donald

WEST KINNEY JUNIOR HIGH (11)

Corrina Kay
Herbert Klein
David Paddock
Angelo Sena
William Walters
Vito Palagano
Eugene Robinson
Louise B. Fields
Irwin Pearson
James White
Avant Lowther

TOTALS: TOTALS:

Part-Time Counselors	101
Guidance Periods	247
Placement Counselors-- (15 Periods)	6
College Counselors (10 Periods)	4
TOTAL PART-TIME COUNSELORS	111

C--Placement Counselors

Part-time placement counselors in the senior high schools render valuable guidance service in helping students with problems of securing part-time and full-time employment and obtaining working papers. They make special efforts to find jobs for dropouts who are hard to place because they lack sufficient education and skills. They go all out, leaving no stone unturned, to find part-time jobs for students who indicate that financial need is the reason for leaving. They were able to place most of the seniors in suitable jobs prior to graduation, particularly, those with clerical and selling skills.

Through regular in-service meetings of the Placement Counselors' Coordinating Committee and visits to business and industry, they develop desirable relationships with employers that lead to jobs for students and an understanding of labor trends and job opportunities. In meeting with the employment personnel at Bamberger's, a plan was developed whereby they agreed to employ a selected number of potential dropouts for a "Diploma Squad" to keep them on the job only so long as they remained in school. This gives them a good incentive not to quit school before graduation.

An effective relationship has been developed in working with the Youth Career Development Center. This experimental project of the Federal Division of Labor has made available much needed personnel and services to help with the problems of out-of-school unemployed youth. Their occupational aptitude testing, counseling and placement in jobs have contributed greatly to guidance efforts with dropouts and potential dropouts in cooperation with school placement counselors.

Placement counselors assist the head counselors with the various activities involved in the Job Visitation program which is conducted annually in conjunction with Youth Week. They help with the screening, job choices and assignments of over 400 senior students who are placed in actual real life work situations for an entire day to observe face to face the performance of duties of the particular worker. This is a rich and valuable experience for youngsters about to enter employment.

Placement counselors work closely with the New Jersey Employment Service in referring cases; furnishing data and recommendations and in using their occupational testing service. A tight labor market this year increased the complexity of problems for counselors in securing desirable and suitable employment for their students. Intensive counseling and increased contacts with the employers made more demands on their time. Employers were more selective.

Placement counselors assisted pupils with steps for securing working papers, writing letters of application and other job forms. They help to prepare them for the interview and in adjusting to their work environment and responsibilities. Many are helped with such basic things as dress, manners, speech. Last year, there were 1,231 work application certificates signed by school personnel and 1,072 job placements as reported in the following charts. Many more are employed than reported because many students obtain jobs through their own efforts.

SUMMARY OF SCHOOL PLACEMENTS

SENIOR HIGH SCHOOLS

September 1962 - June 1963

Schools	Placement Counselors	Office	Sales	Industry	Miscellaneous	Total
Arts	Head Counselor	27	18	11	-	56
Barringer	Mr. P. Restaino	135	107	3	18	263
Central	Mr. A. Turnbull	26	12	17	-	55
East Side	Mr. E. Salz	112	2	13	-	127
South Side	Miss A. Stager	12	3	8	-	23
Vailsburg	Head Counselor	9	57	2	19	87
Weequahic	Miss L. Steinholtz	233	107	22	-	362
West Side	Mr. C. Hartmann	73	21	5	-	99
TOTALS		627	327	81	37	1,072

NUMBER OF APPLICATIONS FOR WORK CERTIFICATES
(Signed by School Personnel)
1962-1963

Senior High	No. of Applications	Junior High	No. of Applications
Arts	75	Broadway	18
Barringer	162	Clinton Place	20
Central	109	Madison	8
East Side	173	Seventh Avenue	19
South Side	113	Webster	30
Weequahic	247	West Kinney	9
Vailsburg	87		
West Side	161		
	1,127		104

Total applications in Junior and Senior High Schools -- 1,231

V--RECOMMENDATIONS

The guidance program in Newark schools continues to enjoy an excellent reputation among national and state administrators and authorities in education and guidance. Its progressive, practical and realistic philosophy and practices for analyzing and determining guidance needs and for providing the particular guidance most desirable for their students have long been recognized as a pattern for other communities to follow. This high level of functioning is maintained through constant study and evaluation of guidance objectives and achievements in terms of changing conditions as related to basic needs. Analysis of school guidance activities, as presented annually in these departmental reports, and carefully planned in-service programs make it possible to keep alert to guidance needs and to the implementation of necessary and desirable practices for its future progress.

Steady improvement in numbers of students going into higher training and education, and the increase in amounts of scholarship aid received, are evidence of such effort. Another barometer is the degree of our school's holding power in comparison to other communities across the country of similar size and nature. Newark's dropouts are considerably less than the national averages and for industrial cities of like size. This can be attributed to guidance. Requests for reports on our experiences and procedures from communities that are just beginning to cope with the seriousness of the dropout problems come from all over the country. This leadership will be even more far-reaching now that Newark is operating as one of two cities selected by the United States Department of Labor for a pilot research project to study and help dropouts and unemployed youth. Close working relationship is maintained between this experimental service and guidance personnel that is proving mutually beneficial.

Though guidance in Newark has a history of leadership and pioneering, it is always possible to aspire to further improvements and developments in order to reach even higher levels of success and proficiency. Re-examination of existing conditions reveals that there are some special aspects of the over-all program that can be improved still further by strengthening certain areas and situations. It is strongly urged, therefore, that the following RECOMMENDATIONS be approved and implemented within the next year to meet the increasing demands placed upon the guidance program and facilities:

1. There should be a replacement in the position of Placement Counselor in the Central Office to fill the vacancy left open three years ago. It is recommended that the title be changed to Guidance Supervisor to broaden the scope and function of the position. This is urgently needed to do more research and to help give individual schools more comprehensive assistance with their in-school programs. There

are increasing demands placed upon the guidance office by various community groups who are working with youth problems. Sufficient staff should be available to work with them. National studies and research point to the necessity of more and more guidance services in the future. More personnel is needed in the Central Office in order to do much more with potential dropouts and follow-up of school leavers.

2. A differential in salary should be granted head counselors. It is recommended that a true differential be established in the salary of head counselors to improve the presently adopted $300. extra pay which is more in the nature of a bonus than an increase in salary. A counselor differential of 1.08 above that of the classroom teacher would give proper recognition to the position and would serve as an inducement for the best qualified candidates to take the examinations. The head counselor list is now exhausted and will need replacement. A realistic and fair differential is essential. The trend in the state and the nation is to provide full-time guidance workers with salary comparable to that of vice principal or departmental chairman. Newark should adopt this policy and give head counselors similar salary and status. This salary inequity should be adjusted to attract best qualified candidates. It is also recommended that an examination for head counselor be scheduled for next year in order to establish a new list from which to make appointments as vacancies occur.

3. Create the position of elementary school head counselor. Head counselors should be assigned to the elementary schools on a regular scheduled basis by establishing an official list resulting from a competitive examination for counselors in elementary schools. This would strengthen the clinical services of the presently assigned social workers and psychologists who deal primarily with referral cases. Research and experience indicate that a program of organized, over-all guidance services for all pupils (not only problems) is needed in the elementary grades as an extension of the services in the high schools.

   Guidance should be continuous, based upon special needs, from kindergarten through high school. It is commonly accepted knowledge that potential problems and pre-delinquents can be discovered in the early grades and that with proper and adequate guidance, much can be done to reduce failures and develop a framework of prevention.

   Identification of abilities and needs, preventive and remedial work in the early grades, through guidance effort, will aid measurably in developing full potentiality of each student and in reducing dropouts. By extending guidance services down into the elementary grades Newark will be taking another active and necessary step for coping with the special problems and needs of our pupils. Working with students earlier can help motivate them to reach their highest levels of performance and to gain full benefits from educational programs and opportunities available to them.

4. Counselors should be placed on an after-school-hours basis in selected high schools in the low socio-economic neighborhoods to provide guidance services to youth out of school. Conant states: "Schools should be given the responsibility for educational and vocational guidance of youth after they leave school until age 21." He sees this as one means of averting the inevitable developing of "social dynamite." The seriousness of the problem of out-of-school unemployed youth in Newark points to the vital need for this extension of our school assistance and for its immediate implementation. These out-of-school youth are in desperate need of individual, personal interest and attention; and for aid to rehabilitate them; and to help them acquire the qualities and training for productive employment and dignified living. Present guidance facilities could be utilized and our experienced counselors could devote part-time to this after-school program. The small additional expense would be more than compensated in the values gained and the number of youth salvaged.

5. Counselors should be assigned more guidance time in schools to allow sufficient time for interviewing every student every term and for maintaining adequate guidance services and records. Every pupil is due the right to individual counseling as well as are those with difficulties and problems. This requires assigned counseling time sufficient to meet requirements of the school's enrollment. Newark should adopt the recommendations of the N.E.A. and of James B. Conant and other experts in that there should be one full-time counselor for every 250-300 pupils and that all counselors should be adequately trained and professionally competent. More intensive counseling that demands more time than now available can help measurably in discovering and working with potential failures and dropouts on an individual basis.

6. A new course with such title as GUIDANCE ORIENTATION should be instituted in the ninth grade and for all students new to the school program. Emphasis would be on adjustment and orientation to self, home, school, community and work. It would help to give adolescents a realistic approach to their responsibilities as adult citizens. This is a crucial period in the life of students and they are at a critical point in their educational ladder. Advantages can be gained from carefully planned activities dealing with orientation; testing; appraisal and diagnosis; self-understanding; introduction to higher

education; widening career horizons; building self-esteem; learning manpower needs; preparation for work, etc. In this guidance course, a great deal can be done to discover potential dropouts and underachievers and to help retain them in school. More benefits and values from school are possible through an exploratory course of this nature. It is urgently recommended that time in the school schedule be provided for this course to enable students to receive assistance for making necessary personal and school adjustments and for planning ahead intelligently. It could also be used for screening and preparing students for the contemplated work-study program.

7. Clerical assistance should be made available to head counselors in schools to free counselors from clerical chores so that they may spend more time on counseling. Lack of clerical help creates a bottle-neck that slows down and limits the most efficient utilization of guidance service. Record-keeping should be done by clerks and not by counselors whose special training and skills should be used to the fullest for professional activities. A good guidance program requires good records and good records require clerks to record data to aid both counselors and teachers to know pupils and their needs.

8. A psychologist and five school social workers, with teaching experience, should be assigned exclusively to the Department of Secondary School Guidance to work closely with counselors in the high schools. This will round out and strengthen the guidance team in the high schools to work with problem cases and in-service education. These specialists are needed in addition to similar personnel now in the elementary grades under Special Education and Child Guidance. Demand for this special service is growing all the time for the secondary program and should be available.

9. Guidance offices in the junior and senior high schools should have adequate physical facilities and sufficient space to carry on necessary guidance services for the school. Sufficient interview cubicles should be built in schools where they are now lacking to allow privacy in counseling. Guidance services suffer where such basic facilities are lacking. It is imperative that all schools be provided immediately with needed space and equipment for guidance.

10. A fund should be provided for travel expenses incurred by counselors on their visits to feeding schools in connection with the program of orientation and articulation. Counselors now dip into their own pockets for this item which is necessary for performing regular school duties several times in the course of the year. It is unfair for them to carry this expense which is necessary for performance of a school duty. Many times materials must be carried that require taxi transportation without reimbursement.

11. A fund should be made available to counselors to visit colleges to facilitate college admissions for Newark boys and girls. This is common practice in school districts surrounding Newark and throughout the country. Developing personal contacts and relationships with admission officers react favorably for obtaining acceptances for students. With the serious shortage of colleges to meet the influx of students in the immediate future, it is mandatory that Newark develop every means possible to "open doors to college" for its youth.

12. A fund should be made available to counselors to pay for buses for groups of high school students to visit New Jersey college campuses on a full-day visitation program. This would enable students to meet college admissions officials and to become acquainted with the programs and college facilities. Such a tour would cover in a day: Upsala, Fairleigh Dickinson, Drew, St. Elizabeth, Montclair State; or a day for: Newark State, Douglass, Rutgers, Princeton, Monmouth. This would be very helpful for improving choice of college by students and for opening new college vistas to them.

13. An in-service course in guidance should be included in the offerings of in-service courses sponsored by the Board of Education. Such a course would be of great benefit to the entire school system. It would be of service not only to part-time counselors but to classroom teachers on all school levels and in all subject areas for giving them the guidance point of view and skills that would develop the mental hygiene approach in their dealings with pupils, parents, and community.

14. A course in "Diversified Occupations" should be made available to students who are non-academic and who can profit from a cooperative type of experience with one-half day in school and one-half day on a supervised job situation. This program would help bridge the gap between school and employment and would serve as a motivating device for preventing dropouts. A full-time guidance coordinator would be needed for a maximum of 30 carefully selected students. He would be responsible for working with teachers and employers and for close supervision of the students' work experiences.

VI--CASES IN BRIEF

Following are condensed reports on sample cases of pupils with various kinds of problems and difficulties. These are typical of those that are handled routinely by guidance counselors who investigate them thoroughly and coordinate all efforts and aspects of the educational environment to improve the situation for the welfare of the pupil. These particular cases were selected because they represent pupils who had chosen to drop out of school and as a result of routine guidance practices were helped to remain and improve their behavior and achievement.

CASE OF A

Grade 11 Age 16 I. Q. 110

1. SITUATION SHOWING NEED FOR GUIDANCE: A is a very attractive, serious-minded girl who found the conflict between home and school and her relationship to both so confusing and frustrating that she wanted to drop out of school, get a job, get her own apartment, and then continue her education. Her educational goal is to be a Guidance Counselor.

2. DATA PERTAINING TO THE DIFFICULTY: A's parents are divorced. At the time of the decree, she chose to live with her father. Her sister and mother went to share the maternal grandmother's home. For six months A says that "life was wonderful" with her father. Then he decided to re-marry. This caused difficulties. The second wife lived with an invalid brother. Her father moved in with them and there was no room for A. She had to go with her mother, sister and grandmother.

   The grandmother holds the purse strings. She reminds A of this whenever she wants her to do something for her. "I'm feeding you, the least you can do is iron this dress for me. You can finish your homework later." A works after school and earns enough to buy her own clothes.

   A says that she loves both parents. She seems to be torn between her duties as a daughter and her own desire for independence as a person.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: Telephone conversations with A's mother were held regarding her need for continuing in school. A's father came in and was satisfied that A should graduate with her class, that her schedule was not too heavy that she could not continue with a part-time job. She was counseled on a frequent basis.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: No referrals to outside personnel or agencies were needed other than intensive school counseling.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: Through intensive counseling, A has been able to raise her frustration level. She can now see an educational goal, the attainment of which will be within her financial means. She sees attendance at a State Teachers College, with a possible State scholarship, plus her savings, and a part-time job as a means of realizing her goals. She has discussed this plan with both parents. There seems to be harmony among them in this matter. She now rarely mentions her grandmother and her demands. She seems to have a more positive, more realistic and more optimistic attitude. She has a favorable image of herself.

6. PROGRESS AND PROGNOSIS: It is planned that A will seek admission to the State College at Montclair. She will live with her mother and continue in her part-time job. As things look now, A will return to school in September as a Senior and complete her requirements for college admission and realization of her vocational goal, to become a teacher.

CASE OF B

Grade 11 Age 16 I. Q. 95

1. SITUATION SHOWING NEED FOR GUIDANCE: Boy was sent to counselor because he had gone to the school office to report that he was leaving school.

2. DATA PERTAINING TO THE DIFFICULTY: B's parents were separated. Boy was residing with his mother. He said father did not work regularly, did not contribute toward the support of the family, and when he was home was very abusive. An older brother had recently been discharged from a hospital for the mentally ill and was not yet ready for employment. Family was receiving assistance from Essex County Welfare Board. B thought he should leave school to seek full-time employment so that he could contribute to support of family.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: B had an average attendance record and had received passing marks in all subjects up to that time. He was in the eleventh grade and had been following a business pattern of studies.

   Counselor discussed with him the possibility of obtaining part-time employment and continuing in school. Several of his teachers also talked with him about advisability of remaining in school. He was referred to the placement counselor to register for part-time employment. However, B was determined to leave school.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: Counselor talked with worker from Essex County Welfare Board who said she would visit the family and try to convince B he should remain in school. B was also referred to Youth Career Development Center for job counseling and placement.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: B decided he would remain in school but two weeks later he came to the guidance office to report that he was leaving. He said he was going to obtain employment through a friend. He said he would attend evening high school to complete his high-school work. He was given a transfer to Central Evening High School.

6. PROGRESS AND PROGNOSIS: B enrolled at the evening school but had to leave in March because his hours of employment were changed and conflicted with his school hours. He said he would try to return to evening school in September. Counselor feels that B is sincere in his efforts to complete high school and to receive the diploma. Everyone who assisted this boy convinced him of these values.

CASE OF C

Grade 9 Age 16 I. Q. 81

1. SITUATION SHOWING NEED FOR GUIDANCE: C failed the 9th grade last year due to truancy and lack of interest in school. He returned last September and stated that he was going to quit. He had a history of poor work habits and lack of control. He had a serious reading problem. He followed the same pattern on his return as last year and his father was called to school in order to find out his problem. His father insisted that he leave school. They were both advised as to the problem of securing a job. Two weeks later, the boy returned discouraged and upset.

2. DATA PERTAINING TO THE DIFFICULTY: Both parents work and have ever since he was a small boy. He was very immature. He needed attention. He had had remedial reading in the 5th grade but was dismissed because he did not cooperate. He had not achieved in academic work. C had a hostile attitude toward his father. His father seemed more interested that he go to work than get an education.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: Conferences were held with the principal and with C's father and he re-entered school with the stipulation that he must attend regularly and abide by the rules of the school. His teachers were alerted to his need and to his present desire to remain in school. He was placed in the remedial reading class; and in the chorus as he enjoyed singing. He participated in a quartet outside of school.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: C was encouraged to join the Boy's Club and offer his voluntary services for special programs where his singing group could entertain.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: C appreciated the personal attention given him and he reported daily to the guidance office to let us know that he was in school. At first he did not take his books home, then he was warned about his homework and tried to work. He became more tidy and took more interest in his appearance. He has adjusted very well through the encouragement of his grade counselor and head counselor.

6. PROGRESS AND PROGNOSIS: Individual interest in this boy, even though he was not a good student academically, has kept him in school. He has made friends with some of the very good citizens of the school. He is interested in electrical work. We have an application for him to go to the Vocational School where we hope that he will remain until he finishes his course to receive the diploma.

CASE OF D

Grade 7 Age 16 I. Q. 85

1. SITUATION SHOWING NEED FOR CHANGE: D was a 7th grade repeater who presented a severe discipline problem from the day he entered Junior High School. He showed complete disrespect for teachers and school rules. He was suspended from school on four occasions for fighting, cutting, swearing and disturbing the lunchroom procedure. D was awaiting court action arising from hitting a teacher during summer school. There was a record of truancy.

2. DATA PERTAINING TO THE DIFFICULTY: D's family seemed totally disinterested in his progress. He was inclined to give up readily before thinking through a problem. A record of a poor behavior pattern and underachievement were present throughout his elementary school years. The boy was given an individual intelligence test in the elementary school and found to have an I. Q. in the upper 80's. The pyschologist stated D would have to be strongly motivated before any progress would be made.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: All D's teachers attempted to help him. The grade counselor held a case conference with all the involved teachers to discuss possible approaches to the problem. He was counseled frequently by the grade counselor. The principal and project coordinator were familiar with the situation and held several conferences with the parents. His schedule was changed several times to appeal to his interests. All these approaches produced negative results.

D was then placed in a semi-self contained class taught by his grade counselor with the understanding that an immediate improvement in behavior was necessary or he would be excluded from school. It was hoped that in this situation D would be able to establish rapport with an adult who had the time, patience, understanding, and training to help him find a solution to his problems.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: D had been tested by the psychologist. He was counseled frequently. Any signs of improvement were submitted in follow-up reports on his impending court case. We were aided considerably by the Judge's remark that the school's report of improvement was the main factor in his not being confined to the Essex County Youth House. Whenever a positive report was possible, his mother was informed of D's progress in an attempt to build her interest and confidence in her son.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: D is doing remarkably well. He has developed excellent rapport with his homeroom teacher. He has not been involved in any serious difficulty anywhere in the school since joining this group. For the first time since he arrived in the Junior High School he did not receive all F's on his report card. This change is a complete reversal of his former behavior.

His mother now calls the school weekly and has taken a definite interest in the boy. The boy has taken a job on weekends and gives his mother one-half of his pay.

6. PROGRESS AND PROGNOSIS: D will be placed in the 9th grade next year if he passes 8th grade subjects in summer school. He now shows a desire to finish high school manifested by an interest in attending Vocational High School.

It is recognized that continued frequent interviews will be necessary. The improved relationship between the boy and his mother must be encouraged by the school throughout next year. D must be placed in the low ability classes if he is to show progress.

CASE OF E

Grade 9 Age 16 I. Q. 92

1. SITUATION SHOWING NEED FOR GUIDANCE: E is a husky, well built boy who entered our school in grade 8A in September 1962. From the beginning he was uncooperative, disrespectful, and disinterested in school work. He failed the grade.

2. DATA PERTAINING TO THE DIFFICULTY: E is one of nine boys. There is no father in the home. There are several older brothers who do not get along with E. None of the boys work because of lack of skills. Twins (18) are on parole and there is tremendous conflict between these boys and E. Family's income is welfare aid.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: There were many teacher, parent and counselor conferences. E was hostile and it was difficult to break down this hostility. An interest in basketball was capitalized on, and the combined efforts of the counselor and basketball coach helped E to become a more cooperative student.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: Conferences with the case worker from the Welfare Board and the Parole Officer helped improve family relationships. This help seemed to enable E to lose much of his hostility. Financial aid was given for lunches and in other necessary areas. Diploma Squad at Bambergers was explained to E and an interview was arranged. He is presently waiting placement if there is an opening. He was also sent to the Youth Development Center and interviewed for part-time work.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: E no longer talks of leaving school. He hopes to finish high school and play basketball in high school. He is doing passing work and will graduate. There is a much improved relationship between the boy and his teachers. He now controls his temper, and if there is a problem he comes to the counselor to talk out his problems.

6. PROGRESS AND PROGNOSIS: This is a potential drop out who will remain in school now until he receives a high school diploma. I am sure that the continued supportive help of the senior high counselor and basketball coach will enable E to continue his education.

CASE OF F

Grade 12 Age 18 I. Q. 101

1. SITUATION SHOWING NEED FOR GUIDANCE: As a state ward, F came to our school in his sophomore year, February 1960. After two terms' work, he was detained in the Youth House and then sent to the state home at Hopewell for several months. Afterwards, he was given local treatment on Clinton Avenue under the Essex-Fields Program. During this time he lived with the most recent of a series of foster parents. Some quotations from the permanent files from elementary school are: 3B--F has been individually tested by the psychologist at the State Board of Welfare who has recommended that he receive help from a mental hygiene clinic. 6B--Written reports on F indicated improvement was not permanent. 7A--When handled with care, F can do good work.

Testing data show in grades:
6B--Kuhlmann-Anderson, 106 I. Q.; 7A--Stanford Arithmetic, 7.8 grade; 9B--California Mental Maturity, 114 I. Q.; 10th--Otis Mental Ability, 101 I. Q. and Stanford Advanced reading average, 10.1 grade.

2. DATA PERTAINING TO THE DIFFICULTY: F has had a series of foster homes, Child Welfare counselors, and probation officers. He does not know anything about his family. At times he has done good work in school and has tested average or above. He is a nice-looking boy who is inclined to be very quiet.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: F had established a wholesome relationship with the guidance counselor so that the counselor visited him in the Youth House and was able to discuss his problems when he returned to school a year later.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: F claimed the group therapy he had undergone for one year had helped him to face his problems and work toward worth-while goals.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: Upon his return to school, F was encouraged to join athletic teams. He is a natural athletic. He has been an outstanding varsity football player and track star. He has been written up in the local papers as well as in the school paper. He doesn't smoke, keeps training rules, goes with one girl and does his homework at her home. He has a part-time job with the West Side Recreation Department. The director has written glowing reports of his success in working with young people.

6. PROGRESS AND PROGNOSIS: Because of his outstanding ability in sports, F has applied to colleges which might offer him an athletic scholarship. He has been accepted at Central State, Morgan State, Tennessee State University, and St. Paul's Institute. He must have a scholarship in order to attend school. Indications are that he will not lapse into anti-social behavior which nearly caused him to drop out of school and possibly become a drifter.

CASE OF G

Grade 8 Age 16 I. Q. 81

1. SITUATION SHOWING NEED FOR GUIDANCE: G seems to be in a world of his own. He roams around aimlessly and acts like a third grade child. He is an "A" student in spelling, but is failing all other subjects. He is considered a hazard in the school shops.

2. DATA PERTAINING TO THE DIFFICULTY: G's parents complain that he is their only problem and they can't cope with him. They are looking for some place to send him. There are four other children in the family who are doing well. G fights with all of them.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: The principal, vice-principal, social worker, counselor, teachers, and parents have all tried to help G. However, G responds to nothing. His classmates ridicule and harass him. His classes have been changed, he has been taken out of shop, and has been seen daily for interviews by the counselor.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: G was referred to the Department of Child Guidance when he was a first grader and again this year. In 1959 he was seen at the Essex County Guidance Clinic. He was referred this year to the Youth Development Clinic.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: The school records show no progress over the years. He repeated the first and the fourth grades. Promotions were social promotions. He did not achieve academically.

6. PROGRESS AND PROGNOSIS: At present G does not seem capable of functioning normally in school. Medication has been prescribed for him. Plans are being made for referral to a sheltered workshop where it is hoped that he will be able to learn some job skills under close supervision and psychological assistance.

CASE OF H

Grade 11 Age 16.7 I. Q. 118

1. SITUATION SHOWING NEED FOR GUIDANCE: H, a bright, neat, personable, 16 year old 11th grade student, with an I. Q. of 118, was failing in English and vacillating between a D and a C in a related subject. Although he had performed adequately in his English classes for years, his dislike of this English teacher's method was so intense that there were frequent clashes. He refused to give a report in front of the English class. His teacher refused to pass any of his work until he gave the report. His father said he must pass or leave school.

2. DATA PERTAINING TO THE DIFFICULTY: H's problem seemed to lie in the strange relationship with his parents. He saw his mother as proud, possessive, and disagreeable. The relationship with the mother was intensified by the domineering father (a special policeman) whose opinions could not be challenged. The mother worked as a secretary, so that H had to do "girlish chores" in the home.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: The head counselor made attempts to help H see the value of obeying rules, adjusting, etc. that since other students were meeting the demands of the class, he had to do so also if he wanted to pass. The teacher was told about H's home problem which probably conditioned his behavior. He was adamant. The vice principal was asked to change H's schedule but this was not possible. H decided that the home pressures were so great that he was leaving school! After offering several possible plans which H did not accept, the counselor suggested that he attend evening high school, if a transfer could be arranged whereby he could retain his credits.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: The head counselor called the principal of the evening high school and learned that he could receive full credit and be transferred. Our principal approved the plan, and H left the day school. Contacts were made with several industries concerning a job. A temporary store job was promised.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: Although H channeled his emotions and warmth to very few persons, he did come back to see the head counselor and confided frankly and freely concerning his home and adjustment. His attitude seemed less stubborn, his marks had improved, and he says that he has less friction in his home situation. No longer does he have to do the "girlish" home chores, such as making beds, washing dishes and pressing clothes. He is not around home long enough to do much work. He does make his own bed and clean his room. He says that his father treats him with more respect. The mother has not quite come to terms with him on the job deal.

6. PROGRESS AND PROGNOSIS: H plans to work as an apprentice to a piano maker in New York after his graduation. He is more relaxed and seems happier than he was two months ago. He does not feel as if he is under his mother's apron strings. He has the blessings of his father. The prognosis looks favorable.

CASE OF J

Grade 10 Age 16 I. Q. 106

1. SITUATION SHOWING NEED FOR GUIDANCE: Excessive absence and tardiness, failure to do homework, failing cycle marks which are all symptoms of the potential dropout were in evidence in this case but J gave no indication of his desire to leave school until the beginning of the second semester.

2. DATA PERTAINING TO THE DIFFICULTY: J came to us from a parochial high school at the beginning of his scphomore year. His father is deceased, his mother works erratically to support her family of four children. J is a quiet, clean-cut young man, courteous at all times, never any discipline problem, so he first came to the counselor's attention after the first cycle marks were issued for failure interviews.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: The early interviews presented no evidence of any deep seated cause for the failure, and certainly there was no indication that J planned to leave school. The counselor assumed part of the failure was due to adjusting to a new school and a public school at that, since all of his previous education experience had been parochial. His mother covered up for his numerous absences and she frequently permitted him to remain home to stay with the other children while she worked occasionally as a domestic.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: J was known to the Bureau of Attendance but since his absences were not truancy and since he was such a nice boy they, too, were at a loss as to how to proceed. It soon became evident to the counselor that there was something deep-seated responsible for J's actions. His mother agreed to seek outside help for him. The counselor suggested several community agencies which she might call, all of which had long waiting lists. Since J's earlier education had been in parochial schools, the counselor suggested the mother contact the Mount Carmel Guild Institute. Although there was also a waiting list, J was placed on it and about 8 weeks ago had his first interview. The guidance institute decided that he should also see their psychiatrist. This he has done.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: There has been a remarkable change in J's attitude and attendance. He no longer speaks about leaving school. He has signed up for summer school and plans to make up any work he fails this term. He has been attending regularly and he has been assigned student tutors in several of his major subjects. One of his teachers gave the counselor a large box for J full of sport shirts and trousers which her son had outgrown. J's mother called immediately to thank her for the clothes. The placement counselor made a special contact to secure part-time employment for J for which both he and his mother are grateful. This has not hindered his making up the work he missed, actually it seems to have given him added incentive to make up his missed work.

6. PROGRESS AND PROGNOSIS: J's teachers are delighted with the change that has occurred in the boy. They say he is more alert, his face is brighter and he is anxious to do his work. As of the end of May, he seems to be on the right path and we feel that he who was almost certain to become a dropout has been "saved" due to the personal interest and efforts of the guidance staff and faculty to encourage the boy to remain in school to graduate.

CASE OF M

Grade 9 Age 15½ I.Q. 88-92

1. SITUATION SHOWING NEED FOR GUIDANCE: M was frequently in need of guidance during his three years and three months at our school. In 7th grade he exhibited qualities of extreme agressiveness, becoming known as a bully and often becoming involved in fights with other pupils. He resented discipline and defied authority constantly. This behavior pattern became steadily worse through 8th and 9th grade, to which he was given a social promotion because of his mature size. He has very little respect for school regulations and cuts classes at will. Thus, his scholastic record was very poor and in his second year as a 9th grader, it became necessary to request his exclusion for Special Working Papers at 15½ years of age.

2. DATA PERTAINING TO THE DIFFICULTY: It was recognized in 5B (age 10) that M was in dire need of remedial reading. His test scores revealed that he was approximately three years below grade level. He was given remedial reading instruction in 5th and 6th grades and in summer school.
Comments: "Mother claims very little cooperation from father. Boy always has chip on his shoulder. He is ready to argue at the drop of a hat. In reading, if he thinks he can't do it, he just gives up and sits moody." He continued remedial reading in 7th grade, but he became too difficult a behavior problem to be allowed to continue. His last reading test score in 7A was 5.1 subject grade level.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: Teachers tried to help M with special remedial reading in order to improve his reading ability in elementary and junior high school. All teachers attempted to cope with him and his changeable moods. His parents seemed quite unable to control him, although they readily kept in touch with the school. M was in conflict with most teachers whose class work and homework he refused to do. He was out of classes,

wandering the halls most of the time. However, he was well-liked by his 9th grade mathematics teacher who also had him in the homeroom. Mathematics was the only subject, except art, choir and physical education which he passed in 9th grade. In 7th and 8th grades, he did "A" and "B" work in Wood and Metal shops, which indicates that manual activity subjects did appeal to him, but not academic subjects involving reading. These facts his counselors realized and he was utilized in the main office to operate the mimeograph machine. However, after a time he became so officious in this capacity as an office monitor that he had to be denied this privilege. His bold, threatening remarks to the teachers of his younger brother became intolerable. No amount of counseling seemed to influence M to change his aggressive behavior. He became an increasingly bad example for younger pupils in the school. Obviously, he failed to graduate from the 9th grade of junior high school.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: Because of close association with the guidance department, M had not been referred to other Board of Education services. He was advised to attend summer school to make up credits in two 9th grade subjects, but he failed to do so. Upon his return to school in September, it became obvious that M was more determined than ever to take over the school and not conform to school regulations. Therefore, it became necessary to refer him to the social case worker and, in turn, to the school's psychologist, who tested him and recommended his exclusion for special working papers. He was suspended by the principal for disruptive behavior, pending the directive from the Special Education Department for such school exclusion.

Subsequently, the head counselor received a telephone call from a social worker connected with the Evangelical Church with which the boy's family was associated. This inquiry was to determine why M, not yet 16, was out of school. The entire situation was explained as clearly as possible.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: M was a tall, six-foot boy of powerful build at the time of his school exclusion, in November 1962. He decided to pick up his 9th grade studies at Central Evening High School in the Spring term, but he enrolled in mathematics for one subject, which credit he already had earned. It developed in short time that his behavior pattern of wandering the halls at will and cutting classes continued in the Evening High, to the extent that complaints came to the principal's office of his threatening the school guards and demanding money from other students whom he threatened to beat up. As a result, he was requested to withdraw, with the explanation that he needed permission from the Special Education Department to attend any public school in Newark. M sought out the advice of the head counselor

in order to obtain such permission. The futility of the situation was explained to the boy as tactfully as possible. The advisability of his remaining employed at his present job was emphasized and the possibility of his obtaining better jobs of a manual type was pointed out.

6. PROGRESS AND PROGNOSIS: M is presently employed, through his own initiative, at a Car Wash establishment in a neighboring community, having very efficiently washed the car of one of his former teachers. Contact with the firm indicates that he is doing a satisfactory job and will probably continue to do so. He says that he wants to join the Marines later on. The conclusion is that, if M had been able to attend an Occupational Trade School a few years ago, he might still be in such a school if operated by the Board of Education. He could have perfected his manual skills at a suitable trade instead of rebelling at academic subjects beyond his grasp and developing an agressive manner toward the teachers of such subjects. With job satisfaction, it is possible that his personality pattern may still develop satisfactorily.

CASE OF P

Grade 9 Age 14½ I.Q. 114

1. SITUATION SHOWING NEED FOR GUIDANCE: P, during eighth and part of ninth grade, showed a steady academic decline toward complete failure. She was disinterested in school and wanted to quit. She had a boy friend ten years her senior and was determined to get married. She was often observed leaving establishments usually frequented only by adults.

2. DATA PERTAINING TO THE DIFFICULTY: P's mother was weak and ineffectual. The father, a druggist, was stern and critical but gave little time to his daughter. She was forced to sit in the back of the drugstore to do her homework.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: The principal, vice-principal, head guidance counselor, and grade counselors spent extensive time counseling her. They succeeded in getting the girl to come to school early every day to receive individual instruction in her academic subjects, even though she had resolved herself to quitting school.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCIES SERVICES: Both parents and girl agreed to make use of Family Service Bureau and received further counseling by them.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: Attitude of pupil and parents has improved considerably. The pupil brought herself up to grade in all subjects and is now an honor student. She is popular in school and active in community activities. She is planning to major in an area with which she originally met with failure.

6. PROGRESS AND PROGNOSIS: P has improved so much that she is presently one of the outstanding individuals of the school community. All her activities are wholesome and her aspirations are forward looking. Her progress is healthy and the prognosis is positive.

CASE OF R

Grade 9 Age 16 I.Q. 108

1. SITUATION SHOWING NEED FOR GUIDANCE: R seems emotionally unstable. He has a history which showed difficulties in sex areas. He has had emotional and other problems in every school he has attended since the first grade.

2. DATA PERTAINING TO DIFFICULTIES: R was having difficulty in adjusting to school and seemed ready to dropout. He told fanciful stories about students laughing at him. Mother signs "Miss" which seems to indicate that she did not marry R's father. She worked long hours and left R alone a great deal of time by himself. In junior high, the mother asked the school to have the boy committed to some institution because she"wanted to get rid of him."

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: After reading data concerning earlier difficulty in getting help from this boy's mother, it was decided that it was better to deal with R and his teachers. His teachers at evening school were contacted and were given pertinent information regarding R's problems, etc. In most cases, a good pupil-teacher relationship has been building up. The counselor keeps close contact with R through conferences and through the musical organizations in which he takes an active part.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: Referrals for R were made to: Beth Israel Serology Clinic and the Medical and Rectal Clinics; Eye and Ear Clinic at Eye and Ear Infirmary. He was referred to Board of Education psychiatrist who recommended him for psychotherapy at Neuro-psychiatric Clinic where diagnosis was "Sociopathic Personality disturbance, sexual deviation, homo-sexuality, passive type." He was referred to Assistant Superintendent in Charge of Special Services at the Newark Board of Education for exclusion from school because of continuous non-conformance to school rules or work, cutting, staying home, etc.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: R has not invented any stories about teachers and pupils laughing at him. Also, he no longer invents stories about boys forcing him into relations as he did previously. His attendance is growing more and more regular. For the first time in a long period, he seems to be passing his work.

6. PROGRESS AND PROGNOSIS: R no longer cuts classes or is truant. Recently, when he was absent due to a bad cold, he sent the principal a telegram explaining why he was absent. His relationship with the teachers and his fellow-students has tremendously improved. He regularly attends rehearsals of the Glee Club and Chorus (even when he does not have scheduled classes on these nights) and seems to enjoy his part in these clubs. His relationship with his fellow-menbers has been very satisfactory and they seem to enjoy his friendship.

It is apparent that R seems to be content at the evening high school and that he will continue to attend in the fall of this year. He plans to graduate.

CASE OF S

Grade 11 Age 16 I.Q. 132

1. SITUATION SHOWING NEED FOR GUIDANCE: S is a highly emotional individual, with little self-control. Despite indications of marked ability, school achievement has been very poor. He is a constant disciplinary problem, seeking attention by creating disturbances in most every class.

2. DATA PERTAINING TO THE DIFFICULTY: This boy is quite a good-looking young man, whose clothes and general appearance bespeak good economic situation. He was, until this year, an only child. His home life has not been happy due to constant bickering of parents,

leaving S unhappy, insecure and, therefore, emotionally upset. His grandparents are extremely fond of the boy, and indulged him to a fault. He always had more money than any of his peers, and, consequently, attracted boys who were not the best kind of companions for him. Two and one-half years ago, parents separated. Mother had no control over the boy, who did no school work or homework. After a one-year separation, parents were reconciled and during the past year a new baby was born to the family, creating greater resentment within S.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: Parents are ineffective. Despite numerous conferences with teachers, counselors and parents, S failed to respond to suggestions, admonitions, and urgings. He was extremely resentful of all attempts to help him, suggested that he be left alone "until I'm 16, then I'll drop out". The tragedy of this attitude was pointed out numerous times. Counselors pointed out that with his indicated ability (I.Q. 132, and Reading Grade, when tested in grade 6, was grade 9.1) achievement of almost any goal set by himself could be made. In addition, grandparents had set aside in trust for the boy, sufficient funds to cover four years of college. All counseling was to no avail.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: S was referred to Jewish Counseling Service for psychiatric evaluation. Only one appointment (first one) was kept. Upon dropping out S was referred to Youth Careers Development Center where he was tested. He did not go back for interpretation of test data.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: Little can be reported on achievement. S refused to conform to rules of school, achieved practically nothing academically (due to no work in class or at home) and the day he was 16, he came to the office to leave school. He was advised that he did have to bring in his parents. His father came in, and no amount of counseling could persuade him to stay. He was referred to Youth Careers Development Center and told about Central Evening High School. The latter did not interest him at all.

6. PROGRESS AND PROGNOSIS: S dropped out about the middle of the first term. Late in January, (about 6 - 8 weeks after leaving school) S returned, asking about evening high school. He was counseled and instructed in procedure for admission, and has attended faithfully through the term. It seems that his brief experience out of school taught him the importance and values of education.

CASE OF T

Grade 10 Age 16 I.Q. 87

1. SITUATION SHOWING NEED FOR GUIDANCE: T was worried because of his difficulty with mathematics. His grades in all other subjects were always very good. He seemed perplexed over his failure to grasp the mathematics satisfactorily and seemed frightened by the prospect of failure. In several interviews with his mother (initiated in part by her,) she spoke of the long hours of preparation the boy was putting into study. Family doctor had advised that he engage in more physical activity. Shortly after March of this year, a number of teachers reported a sudden, sharp deterioration in mental functioning.

2. DATA PERTAINING TO THE DIFFICULTY: T is an only child. Parents are separated. Mother works as domestic. First 6 years of schooling were in public school in North Carolina. He spent the 7th and 8th year in a private Seventh Day Adventist School, Trinity Temple. T entered our school in September 1961. When he was enrolled, mother requested that special guidance in terms of possible future college admission be given to T. When we proposed this year that T's program be reduced to 4 majors, she was reluctant to consider this recommendation, even though she expressed concern over his increasing tenseness. She said that a reduction in his work load might disturb him.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: In interviews with mother, we advised less rigorous program and reduction to 4 majors to help pupil avoid apparent necessity of being driven (internally and externally) to work till midnight every day doing school work. School psychologist was asked to examine T, after reports from subject teachers of rapid disorganization. She was forced to stop after showing only one Rorschach picture because of tremendous emotional strain this was causing boy. Emergency appointment was made with psychiatrist through Bureau of Special Education. Mother, however, insisted on private psychiatrist. We asked him to send copy of report to us to determine if we could keep T in school. In the meanwhile, we had to contact mother and ask her to keep T at home until we received the report.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: The psychiatrist's report confirmed the school psychologist's findings that T was seriously disturbed and urgently in need of treatment. He recommended to us that the boy return to school so that his contacts be as normal as possible. He indicated that a permissive, non-demanding classroom atmosphere was essential to T's progress and well-being. Every one of T's teachers was personally spoken to and apprised of the complete situation and was asked for his/her complete cooperation and understanding. The school social worker and our head counselor are remaining in constant touch with the child, the teachers, the psychiatrist, the mother. It is to be hoped that a summer's ease will help reduce the tensions which have made this boy practically unable to function. The decision to keep him in school was based largely on the desire to do what would help the child most.

5. GROWTH, ACHIEVEMENT AND ADJUSTMENT OF PUPIL: T has returned to school. He attends regularly. He makes an attempt at times to participate. In a recent interview, which he, himself, sought, he seems torn by a need to attend summer school, and a relief at the thought that he was not being asked to attend. His speech is garbled and indistinct. He seems to be in a state of utter confusion and outward passivity.

6. PROGRESS AND PROGNOSIS: We have been assured by the doctor that as long as T remains under treatment and is treated sympathetically at school, there is no danger of his becoming aggressively hostile and that the outlook for his eventually resuming normal relationships is reasonable good.

CASE OF W

Grade 11 Age 16 I.Q. 112

1. SITUATION SHOWING NEED FOR GUIDANCE: W has little interest in school; never any great enthusiasm. He came because he was not 16, and his mother wanted him to attend. He found a "friend" and together, they were truant and decided to leave school.

2. DATA PERTAINING TO THE DIFFICULTY: The families of both boys are hard working and interested in their sons' welfare. The boys have good homes, but decided that they had outgrown school. There was no lack of ability, just a desire to be elsewhere, perhaps somewhere more exciting. They thought it would be easy to get a job and get some easy money to do the things they desired.

3. IN-SCHOOL PERSONNEL AND FACILITIES UTILIZED: There were telephone conferences with the parents and with aid of the counselor a firm parental attitude was established. The counselor interviewed the boys and established the reasons for continuing school. He investigated the reasons for the desire to drop out: lack of interest; wanted more activity-adventure; general disinterest in academic work; wanted action. He discussed the immaturity of these reasons and how the future would be jeopardized.

4. REFERRALS FOR BOARD OF EDUCATION AND COMMUNITY AGENCY SERVICES: The guidance staff and faculty were able to work out the problems with these boys without outside referrals.

5. GROWTH, ACHIEVEMENT, AND ADJUSTMENT OF PUPIL: The boys have attended regularly and seem to have a new attitude and willingness to do school work. They now realize the importance of completing school and are grateful that they were assisted to see the light and to avoid making a mistake about which they would be sorry in the future.

6. PROGRESS AND PROGNOSIS: All indications are that the boys now intend to graduate. They have matured considerably.